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ABSTRACT

"North Carolina Association of Community College Trustees (NCACCT) Review" is designed to educate and inform trustees serving on the 68 boards of North Carolina's community colleges. The four issues of volume 1 contain the following major articles: (1) "Critical Legislative Session Ahead: A Report from the Department of Community Colleges," by Robert W. Scott; (2) "Mission Impossible? A 'Mission Statement' for YOUR Community College," by E. Michael Latta; (3) "Board Retreats: A Position Statement Prepared for the North Carolina Association of Community College Trustees" by Evon Dean; (4) "Improved Utilization of Instructional Space in Late Afternoon," by Stephen C. Scott; (5) "An Overview of the Funding and Control of State Community College Systems: A North Carolina Perspective," by Terrence A. Tollefson; (6) "Trustees: Keeping the Public Trust," by Evon Dean; (7) "Community College Trustee Education," by E. Demming Smith; (8) "On Community College Turbulence and the Leadership Challenge," by George A. Baker, III; (9) "The Community College Board at Work: The Board and the Community College Administration," by George W. Little; (10) "Trustee Advocacy at the Federal Level," by Melanie Jackson and Stephanie Trimarchi; and (11) "Trustees and Ethnical Dilemmas: Slaying the Dragon," by George B. Vaughan. Regular columns from the NCACCT executive committee and the state board chairman are also featured, along with descriptions of particular boards and announcements of programs and events relevant to trustees. (AC)

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NORTH CAROLINA ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

REVIEW

A PUBLICATION OF THE NCACCT • CARY, NC

Volume 1, Numbers 1-4, January-October, 1993

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NORTH CAROLINA ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

REVIEW

A PUBLICATION OF THE NCACCT • CARY, NC

January 1993 • Vol. 1, No.1

CRITICAL LEGISLATIVE SESSION AHEAD

A Report from the Department of Community Colleges by Robert W. Scott, President

Four months have passed since I undertook the task of meeting with all 58 trustee boards prior to the start of the next legislative session in January.

I have sincerely appreciated the great flexibility each of the boards has shown me by often rearranging their busy schedules in order to meet with me. I also wish to thank your presidents and their staffs for handling much of the logistical details.

The message I have been delivering bears repeating here: The subject is money—budget money and bond money. The issue is our system's money, as in "what we need," "how much we need," "where we need it" and "how we'll spend it." Our system is desperate for new funding. Like a rubber band stretched so tight that it is ready to pop, our community colleges are stretched to their limits.

It has been three years since the General Assembly adopted the findings of the Commission on the Future. And because funding has not been available to implement the recommendations on schedule, we have determined to start over with the Commission's first-year funding recommendations. The request for $64.2 million in new funding for the fiscal year 1993, and $118 million in 1994-95 represents our best effort to begin substantive, yet realistic, funding of the Commission on the Future's recommendations for our system.

Your help and active involvement in the legislative process will be critical. Governor-elect Hunt ran on a platform which strongly supports strengthening the community colleges. We need your help in "reminding" the membership of the General Assembly about the Governor's pledge.

No one can deliver on workforce training better than the Community College System!

Our system is in the strongest position ever in its 30-year history. The spotlight is on us—but it won't be for long, and we must take advantage of our moment of legislative attention. The buzzword today is *"workforce preparation."* And no one can deliver on workforce training better than the community college system!

The time to move is now, and your help is vital.

Between now and May, we need you to be in touch with your local legislative delegation. Moreover, we need you to enlist the active support of key local businesses and government leaders to work on behalf of our budget and bond referendum.

The legislators need to know

continued on page 4

FROM THE EXECUTIVE COMMITTEE

by Dewitt Rhoades, President

Following a hiatus of nearly three years, the trustees' newsletter is underway again thanks to a grant from the North Carolina State Board for Community Colleges. The goal of the REVIEW is two-fold: trustee education and information. Your constructive suggestions and comments will be welcomed by the editors.

I would like to share with you some thoughts concerning community college trustees and the work of the association. Many of these items will be matters for continued discussion over the coming months and years.

We have just concluded a series of regional meetings. At these meetings, trustees met and considered the issues of sexual harassment, quality management and ways and means of improved classroom utilization in the late afternoons. Of significant interest for new trustees was an orientation session. Much interest was generated in the discussions of the 1993-94 legislative program. A special thanks to the following host colleges: Cape Fear Community College, Forsyth Technical Community College, Haywood Community College, Sandhills Community College, Western Piedmont Community College and Wilson Community College. Approximately 400 trustees and others gave their valuable time to attend these regional meetings. We owe special gratitude to the speakers and other program participants.

A number of issues have been brought to my attention for consideration in the future. They include conflicts of interest for trustees involved with other education institutions; dealing with rising enrollments including Tech-Prep high school graduates, increased tuition and tight money; achieving unity while recognizing diversity among our students and professional personnel; selection of trustees; and the upcoming budget requests for 1993-94 and 1994-95 in the General Assembly.

The April REVIEW will carry information about the spring activities of the association. Of special interest will be plans for the annual meeting on May 6 and 7, 1993.

Please note in this newsletter the first articles of two special series aimed at improved trusteeship. "For the Thoughtful Trustee" includes a paper by a noted community college leader. He presents a timely review of the mission of the North Carolina system in view of the recent discussions of the proposed change from the quarter to the semester schedule. The other series is entitled, "The Community College Board At Work." It is prepared by trustees and describes the functioning of boards of trustees. This is a means of sharing effective board practices in North Carolina. ■

The North Carolina Association of Community College Trustees

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The REVIEW (ISSN 1065-948X) is published quarterly as a membership service of the North Carolina Association of Community College Trustees. The purpose of the association is to increase public awareness and participation in the community colleges of North Carolina and to increase the educational opportunities for all North Carolina citizens outside the public school framework. The REVIEW is partially supported by a grant from the North Carolina State Board of Community Colleges. Subscriptions for non-association members are available for $20 each year. Third class postage paid at Cary, NC 27511. Please send address changes to: 1135 Kildaire Farm Road, The Lawrence Building Suite 200, Cary, NC 27511; or phone 919-467-9754. Submission of articles, comments and announcements are welcomed. Decisions for publication and editing of the submissions are made by the editors.

THE COMMUNITY COLLEGE BOARD AT WORK

Surry Community College Board of Trustees
by Eleanor Jones, Chairperson

There is no such thing as a routine meeting of the Surry Community College Board of Trustees. Our board meets monthly in the late afternoon at the college. Each meeting is preceded by a period of fellowship and light refreshments. Promptly at 4 o'clock we settle into our chairs and begin our meeting. We follow a prepared agenda. The agenda is provided to each trustee several days before the meeting.

The board is organized as a whole. In other words, we do not have standing or special committees. We follow this practice as a means of keeping all board members evenly informed and as participants in all issues. Our informal motto is that each member is guided in his or her comments and votes by the goal of achieving what is in the best interest of the college.

Our board members represent the diverse population of the service area of the college. Six of our members are from Mount Airy, the major population center of the county, and the other members come from Dobson, Pilot Mountain and Elkin. Five board members are women. Board membership includes representation from manufacturing, retailing, homemaking, education, banking, and the legal profession. Discussion is open, freewheeling and productive as we stay focused on the items on the prepared agenda. I can't recall a single instance in my service on the board when there was serious dissension. We talk over serious matters almost to a fault but in the end, we make decisions and we are united in our support. I couldn't ask for more. The Student Government President represents the students as a non-voting member of the board. There are never more than one or two board members absent from a meeting.

The president meets with us in every meeting and serves as the chief educational advisor to the board. On a regular basis he schedules administrative staff and faculty presentations to keep us informed on the various areas of college operations. A regular feature through the business office is a total and realistic account of financial matters relating to the college.

Our chief concerns for the future include funding for a proposed Health-Science-Day Care training facility and the shortfall of funds from the General Assembly to operate the college at a level to do the things the administration and trustees feel are vital to continued success.

In summary, the bottom line for the Surry Board is always the welfare of the college and our commitment to making it one of the best in the state and county.

** A community college trustee is a member of a board, empowered as a body corporate, to hold the real and personal assets of the community college for the benefit of the community college students and citizens of the community and state.* ■

1992 REGIONAL MEETINGS A SUCCESS!

Editors' Comment

The six 1992 Regional Meetings of the Trustees' Association were judged to be a success based on formal evaluations and informal comments submitted by those in attendance. Nearly 400 trustees and others registered for the sessions held in the late fall. Fifty-one community colleges were represented at one or more meetings. Special recognition is accorded Region 6. All colleges in that region were represented at their session. The program emphasis was on orientation of recently appointed trustees and informational updates. General presentations were on perspectives from the State Board of Community Colleges by Chairman Bill Simpson and legislative strategies for the upcoming session of the General Assembly. In addition, concurrent sessions were held on the topics of "Sexual Harassment," "Total Quality Management" and "Exploring Ways to Utilize Classrooms in the Afternoons."

Our sincere thanks go to the following host colleges: Haywood Community College, Western Piedmont Community College, Forsyth Technical Community College, Sandhills Community College, Cape Fear Community College and Wilson Technical Community College.

A special word of appreciation is expressed to State Board Chairman Bill Simpson who personally brought an inspiring message to each region. Chairman Simpson is dedicated to strengthening relationships between the State Board and local trustees and thereby building the most powerful community college system in the nation. We are also grateful to those who participated on the program as speakers, small group moderators, and orientation leaders. The generous gift of their time and talents contributed in large measure to the success of the regional meetings. ■

TRUSTEESHIP

A Community College Trustee is a member of a board empowered as a body corporate to hold the real and personal assets of the community college for the benefit of the students and other citizens of the community and state.

Code of Ethics for the Community College Trustee

As a trustee and keeper of the public trust, I will:

1. Become knowledgeable so that I can execute my duties and carry out my responsibilities in a creditable manner.
2. Place high priority on attendance at all board meetings.
3. Cooperate with my fellow board members and respect their differences of opinion.
4. Vote my honest conviction on all issues based on facts and concern for all persons affected rather than on personal bias or political or other outside pressure.
5. Support all policy votes of the board regardless of how I voted.
6. Remember that the president, board chairman or the board as a whole are the only official spokespersons for the institution.
7. Support the president as the chief administrative officer of the institution.
8. Direct to the president all complaints or criticisms brought to me about either the institution or the president.
9. Resist the temptation to use my position for personal gain.
10. Place as high priority on the educational programs of the institution as I do on the business of college operation.
11. Function as a policy-maker and not an administrator of the institution.
12. Understand and abide by the Open Meetings Law by encouraging attendance of interested citizens, organizations and the media when current institution operations and future plans are being discussed.
13. Solicit support of county commissioners, legislators and private companies in obtaining funds for the operation and maintenance of the institution.
14. Support the state and national community college trustees associations.
15. Strive constantly toward ideal conditions for the most effective board service.

**From a Manual for Trustees of North Carolina Community College System, Second Edition, by Helen B. Dowdy. Raleigh: North Carolina Department of Community Colleges. 1990.*

for the THOUGHTFUL TRUSTEE
a series

Mission Impossible?

A "Mission Statement" for *your* Community College

by E. Michael Latta

"Mission Impossible" was a popular television program some years ago. Most who watched were generally intrigued with how the mission was accomplished.

A community college board of trustees today may feel as if the college has an impossible mission. Each board of trustees is part of the system of fifty-eight (58) community colleges situated throughout North Carolina. The System, soon to be thirty years old, was authorized by the North Carolina General Assembly on May 17, 1963. This new-to-North-Carolina type of postsecondary education was initially made up of a number of existing institutions: three public junior colleges and twenty industrial education centers, or IECs as they were known at that time. Each IEC was operated by the local public school board and offered vocational education classes to high school students in the daytime and job training programs for adults in the late afternoon and evening. The three public junior colleges, on the other hand, offered the typical courses for the first two years of college.

When these existing institutions were brought under the authority of the Community College Act of 1963, their purpose was clearly set out in state legislation as, "... offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational and adult education programs,..." Indeed, the essential purpose for each community college has been virtually the same since 1969, when the General Assembly clarified that purpose: "The major purpose of each and every institution... shall be and shall continue to be the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education..." (G.S. 115D-1).

The duty of each board of trustees, thereby, is to be certain that the foregoing "purpose" is carried out, subject of course to oversight by the State Board of Community Colleges. To achieve the "purpose" of the Community College Act of 1963, as amended, however, each board of trustees should take into account the need of the people in its service area. While curricula and courses may differ among the colleges the total offerings for each college should be "comprehensive" for its community, subject to the availability of funds provided by student tuition and the local, state and federal governments.

"Comprehensive" offerings are nothing new for North Carolina community college institutions. Nonetheless, it may be useful, perhaps even helpful, for the board of trustees to think of "comprehensive" education as being its duty and mission, the means to achieve legislative purpose. Here it might be useful to define the word mission: the business with which an agent envoy is charged. The word purpose is defined as: that which one puts before oneself as something to be done or accomplished. The use of the word "purpose" in this essay means the institution's legal purpose; whereas, the word "mission" is used to mean the board of trustees adopted "mission statement" that guides its operational framework and policy actions. Accordingly, it should prove useful for each board of trustees to review its institution's basic operation to determine if it is organized to achieve its comprehensive mission.

To assist each board of trustees in "checking-up" on itself, six functions are suggested for review:

1. Administrative and Leadership support
2. Instructional personnel
3. Student guidance service
4. Curriculum
5. Library services
6. Auxiliary services

1. Administration and Leadership. Of all its many functions, the most significant for a board of trustees is to "elect a president or chief administrative officer of the institution..." (G.S. 115D-20) to act as its leader for that institution and to provide direction for other administrative officers. With the president as its key leader, the board should review the other functions below.

continued

2. Instructional Personnel. This, of course, is the heart of any community college. Without good instruction, it matters not what kind of instructional programs are offered, even if they are comprehensive. Indeed, there is reason to be concerned about adequate instructional compensation at this time. In a July 1992, report (prepared by staff of the Department of Community Colleges) entitled "Faculty Salary Comparisons: National, SREB, and State Averages," community college faculty salary for full-time faculty members in two-year public higher education institutions, listed by state in 1990-91, ranked North Carolina 47 out of the 49 community college systems that exist in the United States (page 9).

In the Southern Region, community college faculty personnel in North Carolina ranked fifteenth—last in the region (page 11). Moreover, North Carolina is one of only three Southern Region states in which the average community college faculty salary is lower than the average public school teacher's salary (page 12). From this evidence it could be concluded that the single most pressing "mission" for every community college Board of Trustees is to champion before the next General Assembly adequate compensation to attract and retain well qualified faculty members.

3. Student Guidance. Without proper and adequate guidance, many students will not get into the appropriate courses or make the kind of progress they intend. Perhaps of all the areas that need an internal review by a board of trustees, paramount is the area of guidance and guidance related functions. Guidance related functions include such areas as: course choices, financial aid, job placement and testing. From the results of state-wide surveys, students consistently indicate that the guidance functions at nearly all institutions need more attention.

4. Curriculum. Suffice it to say again that the curriculum must be comprehensive and offered in "credit" and in "non-credit" ways. In recent years, most community colleges have tended to cut back on certain "non-credit" offerings because of reduced funds. Nonetheless, it seems that an essential curriculum would include adult education courses in academic, vocational and technical fields as basic offerings. These are certainly absolutely necessary if the "purpose" of the Community College Act is to be an accomplished fact at each and every institution.

5. Library Services. Every community college, in tandem with its curriculum, should have adequate library services. Other than guidance services, the next area that most needs a review by a board of trustees is its library. The library is usually "out–of–sight/out–of–mind," unfortunately. The institution's comprehensive mission simply cannot be achieved without a sound, basic library program.

6. Auxiliary Services. In this area, the bookstore, food service, parking and security are key functions that could benefit from a review by a board of trustees. Indeed, these are especially in need of review when the afternoon and evening students are considered.

SUMMARY

A board of trustees is challenged by the "purpose" of the Community College Act to offer comprehensive programs for its students. To enhance the probability that the community college will achieve its legislative purpose, the board should focus its attention on the six aforementioned functions. Each board of trustees in the North Carolina Community College System has adopted a "Mission Statement" in some form. The "Mission Statement" should be reconsidered in light of each board's review of the six fundamental functions earlier listed.

Written in the Good Book, is this: "Without a vision, the people perish!" Paraphrasing that admonishment, it might be said that without a concise "Mission Statement," a community college is not likely to achieve its legislative purpose. A good way for a local board of trustees to renew its "Mission Statement" is by taking time to consider its fundamental functions and then to articulate what it wishes for its institution to do in carrying out those functions!

• *E. Michael Latta is President of Nations Consultants, Inc. (NCI), in Raleigh, N.C. Prior to his retirement from formal education where he served for thirty years, he headed a state-wide agency for seventeen years, served as a professor and administrator in a community college for seven years, was teacher and administrator in public schools for more than three years, was an instructor at a predominantly black higher education institution for one year, and served one year in the former Office of Education, Washington, D.C. He holds an earned doctorate (Ed.D) from Duke University.* ■

From time to time the REVIEW will publish brief papers of interest to community college trustees. The information and views propounded by the authors are to stimulate interest and thought and do not necessarily represent the position of the North Carolina Association of Community College Trustees.

BOARD RETREATS

A position statement prepared for the North Carolina Association of Community College Trustees by Mrs. Evon Dean, Trustee, Guilford Technical Community College, Jamestown, North Carolina

Board retreats provide excellent, uninterrupted opportunities for college trustees to develop focused thoughts, goals, policies and long range plans. In the proper time frame and setting, and with effective planning, retreats allow trustees to learn more about their responsibilities, to establish goals and to make better-informed decisions when acting as a unified body during regular board meetings. Retreats also allow members to get to know one another better in a relaxed but structured environment that is conducive to active listening, creative thinking and thoughtful and reflective insight.

The Need for Board Retreats:

College trustees, presidents and selected senior administrators need to feel confident and comfortable about their individual roles and responsibilities. Equally important is the feeling that they know how to work together toward common goals and purposes.

- Retreats held away from the college boardroom allow members to work in an uninterrupted environment with comfortable, inviting accommodations.
- Retreats also afford trustees a social component in which they may get to know one another in a pleasant, relaxed setting. The change in environment creates a mood for creative, yet critical thinking on important issues.
- Retreats are particularly valuable for recently appointed trustees.

The Agenda and the Format:

Retreats should be well-planned and structured, yet should contain an open-ended component.

- The college president and board chairman usually work together to establish proposed agenda items and the formats to be employed on the retreat. The proposed agenda is later presented to the entire board for its additions, changes and approval.
- Allow for a certain amount of flexibility within the structured agenda to give time for spontaneity and informal discussions.
- Possible formats include guest speakers, general discussion, small group meetings and discussion, question and answer sessions and role-play.
- Boards which have not held retreats in the past may want to contact the N.C. Association of Community College Trustees for assistance.
- Successful retreats tend to be centered around areas such as long-range planning, a review of the mission of the college, rules and responsibilities of the board and president, evaluation of the president, self-assessment of the board and relationships between the board and the president. These areas of discussion should provide feedback for the continued positive development of the college.

Attendance:

The college president, the board of trustees and select senior administrators should attend board retreats. Other college staff should only be included if needed for presentations or for backup information.

- In order to achieve a spirit of camaraderie, attendees should stay on the facility grounds and dress informally. Only urgent phone calls should be taken. It is most important for all trustees to attend and stay for the entire retreat.
- Social hours, meals and breaks should be taken together so people will have a chance to learn each other's individual leadership styles, become at ease and feel comfortable stating true feelings and concerns.

Other Considerations:

In this age of increased media scrutiny of public body, it is important to keep in mind how the college and the public perceive board retreats.

- Any work sessions that take place during board retreats fall under the guidelines of the North Carolina Open Meetings Law which states that hearings, deliberations and actions taken place during these work sessions are open to the public. Announcement and purpose of the board retreat should be made to the media.
- It is important to keep financial considerations in mind when planning board retreats. While private organizations can hold "fun-in-the-sun" retreats, tax-supported institutions which do so run the risk of media scrutiny and public criticism.
- Announcement of the retreat and its purpose also may be made to the college staff to keep them well-informed.

Follow-up Critique and Plans for the Next Year:

It is a good idea to have those who attend the board retreat fill out a critique of what they expected to learn, what they learned, how they would improve the retreat and what they would like to address in a similar retreat next year.

- Keep critiques anonymous and compile a list of the helpful comments and suggestions. Mail the compilation to everyone who attended.
- Scheduling next year's retreat at the close of this year's function allows plenty of lead time for everyone concerned.
- The president should draft a report concerning the retreat and its outcome to share with those administrators not attending. ■

COMMUNITY COLLEGE PRESIDENT'S EXECUTIVE PROGRAM

by William Pate

Presidents from 12 state community colleges opened The Community College Presidents' Executive Program in October by attending the first session of a new professional development program for community college presidents in North Carolina.

The series is a project of the Institute for Academic and Professional Leadership at the University of North Carolina at Chapel Hill. It is sponsored by the UNC-CH School of Education and the UNC-CH Division of Continuing Education, in coordination with The North Carolina Department of Community Colleges and The North Carolina Association of Community College Presidents.

Topics for the series were selected after surveying the 58 presidents across the community college system. Presidents evaluated a number of program options and topics. Issues of greatest interest and relevance were developed into four three-day sessions.

The inaugural event, held this past October 6th–8th at the William Friday Center in Chapel Hill, featured two topics. "Developing and Managing the Executive Team" was lead by Dr. Robert Golembiewski, a nationally recognized expert in behavioral and management sciences. "Trustees as a Greater Resource for the College," conducted by UNC-CH Professor Gene Watson, closed the session. Dr. Watson has done extensive teaching, consulting and research in small group behavior and has served as an administrator in higher education.

The second session, scheduled for January 12th–14th also at the William Friday Center, will consider Total Quality Management and how these concepts can be applied in community colleges.

The third session is titled, "Issues Management: The Role of a Decision Support System in Managing Uncertainty." The fourth includes three topics on personal development: "Values and Ethics in Public Service," "Developing a Personal and Professional Growth Plan" and "Developing a Mental and Physical Health Maintenance Plan."

For information, please call 919-962-3276 or write: Dr. William Pate, Program Coordinator, The Friday Center, CB #1020, UNC-Chapel Hill, NC 27599-1020. ■

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ACCLAIM — A COMMUNITY COLLEGE LEADERSHIP DEVELOPMENT PROGRAM

by Dr. Edgar J. Boone

An exciting and unique community college leadership development program is under way at North Carolina State University (NCSU). The Academy for Community College Leadership development program is a four-state region comprising Maryland, North Carolina, South Carolina and Virginia.

The program's purpose is to demonstrate how the 114 community colleges in the region can assume a leadership role in community-based programming through modifying and expanding their mission. In this expanded role, community colleges will perform as activists and catalysts in effecting collaboration among the people, their leaders and community-based organizations within their service areas (communities) to identify and seek solutions to current and emerging issues of critical concern. Eight community colleges in the four-state region will serve as pilot institutions, but the results of the academy's efforts to develop innovative leadership methods will be disseminated at all community colleges in the four-state region and ultimately throughout the nation. The two community colleges in North Carolina that serve as pilots for the ACCLAIM project are Guilford Technical Community College and James Sprunt Community College.

...identify and seek solutions to current and emerging issues of critical concern.

This project is funded by the W. K. Kellogg Foundation, NCSU and the community college system of each of the four participating states. ACCLAIM operates within the Department of Adult and Community College Education in the NCSU's College of Education and Psychology.

This project will offer continuing education, graduate education and technical assistance for community college CEO's, their administrative staffs and faculties, community college trustees and relevant community leaders in developing and strengthening the community-based programming thrust of their respective institutions.

The ACCLAIM project consists of four major program areas that promote a comprehensive understanding of community-based programming: a continuing education program for community college leaders and community leaders, a fellowship program, programming materials (such as handbooks and videotapes) and community college program enrichment at universities in the region.

ACCLAIM's continuing education program is designed to help community college CEO's, administrative faculty and trustees learn how to do community-based programming. Institutes and workshops are being planned. It is expected that at least two special training sessions will be held for North Carolina community college trustees. ACCLAIM's director and staff will work with the trustees' association in planning and conducting these training sessions.

In addition, the ACCLAIM 1992-93 Forum Series attracts internationally recognized scholars in the fields of adult, higher, and community college education who offer unique insight into community-based programming. The forum is held

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the effect of the referendum on their communities and how and where these funds will be spent. This information is going to be made available to you. Make sure it gets into the right people's hands.

New funds will be used to offset enrollment growth, which we anticipate will continue. Failure to fund this critical area, in essence, puts a cap on our enrollment.

Our budget also targets improving our system's abysmally low faculty salaries, the worst in the Southeast. We must do something about raising our faculty salaries. These funds will help us raise faculty salary levels out of last place in the Southern region. But it's not just a question of improving state rankings; we cannot compete in the marketplace for competent, qualified employees who can go just about anywhere else and earn more than we can offer at a community college.

Our system is also in critical need of upgrading and updating our equipment for teaching technical/vocational skills. Sixty-nine percent of the equipment used in the community college system is more than five years old. This request provides us with $20 million annually to buy equipment for the 58 colleges.

We have two legislative jobs to do this year. In addition to our expansion budget request, the State Board is also requesting a $311 million bond referendum from the General Assembly. If it receives a positive vote from the legislature, we will be asking the people of North Carolina to help us in the workforce training process by also voting "yes" on a bond ballot.

The community college system is fast reaching its 30th birthday, and many of the campuses are still operating in buildings that were a part of the original campus. And buildings built 30 years ago, in many instances, no longer meet the educational requirements of today's programs, especially vocational and technical programs. The bond will not only help attract new industries, but it also can be a catalyst for "jump starting" local economies as well as the state's economy.

Our system will not succeed in its funding strategies without fostering positive goodwill and support among the members of the legislature. Your assistance is part of our strategy of "educating" the General Assembly about our system and its expansion and capital construction needs. I am asking each of you to work with your community college president to make sure that our budget stays on the front burner of the General Assembly's agenda this year. With your full and active support, we will be successful. ■

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monthly at the McKimmon Center at NCSU with admission open to all.

ACCLAIM's fellows program focuses on the preparation of women and minorities for high level administrative positions in community colleges. Presently, 15 fellows are enrolled, of which 60% are women and minorities. The fellows are nominated and selected for participation in the program by community college presidents and the CEO's of the four state community college systems. Six of the fellows are from the North Carolina community college system: Karen H. Allen, Central Carolina Community College; John B. Boone, Wake Technical Community College; Rose Harrell Johnson, Wilkes Community College; David Paul Puckett, III, Western Piedmont Community College; John W. Quinley, Central Piedmont Community College; and Evanglene Reels, Carteret Community College.

For more information about the ACCLAIM project and its continuing education and fellows programs, call or write the ACCLAIM office (919–515–6221), Box 7801, ACCLAIM, North Carolina State University, Raleigh, NC 27695-7801 or your community college. ■

NORTH CAROLINA ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES
■ 1993 CALENDAR OF EVENTS ■

January 21–22	• Community College Law Conference *Institute of Government, Chapel Hill*
March 7–9	• Association of Community College Trustees (ACCT) National Legislative Seminar *Omni Shoreham Hotel, Washington, DC*
March 11	• State Board of Community Colleges Monthly Meeting • Education Summit and Joint Board Meeting (SBCC, St. Bd. of Education and UNC Bd. of Governors) *McKimmon Center, Raleigh* • NCACCT/NCACCP Legislative Breakfast & Visit to Legislature
May 6–7	• NCACCT Annual Meeting *Holiday Inn Four Seasons, Greensboro*
May 20–22	• ACCT Southern, Central & Northeast Regional Meeting *Nashville, Tennessee*
Sept. 29–Oct. 2	• ACCT Annual Convention *Sheraton Center, Toronto, Ontario, Canada*

North Carolina Association of Community College Trustees
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REVIEW

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April 1993 • Vol.1, No.2

STATE BOARD CHAIRMAN'S VIEWS

by William F. Simpson

I am not exaggerating when I say that the next few months will be crucial to our community college system and the people we serve. The State Board of Community Colleges and, hence, the community college system is under pressure to move fast and decisively to implement many of the findings and recommendations outlined in the Government Performance Audit Committee report.

On February 5th, the State Board was notified by Senator William N. Martin, chairman of the Senate Select Committee on GPAC, that his committee was expecting our system's response to GPAC by February 22nd.

We have tried to make it clear to the legislature that we are putting forth a "good faith" effort, but we cannot turn this system around "on a dime." It will take several years to put some of these recommendations in place. Processes must be designed and must be done with the heavy involvement of the presidents and college faculty and administrators. On governance issues, trustees must be involved. All of this takes time. And even after the agreed upon processes are in place, more time will pass before we start seeing actual results.

Maximizing the involvement of the system is our strategy, but clearly, there is also a sense of urgency to our efforts. Our system must be seen to be acting positively, before we are faced with the scenario where we find the General Assembly acting in our stead.

It was for this reason that the State Board of Community Colleges voted in February to impose a moratorium on the establishment of new campuses or satellite centers for the community college system. Clearly, it is the intent of the legislature that guidelines be established, and the board felt it should move forward immediately, rather than wait for a moratorium to be mandated. There is a real perception among many in the General Assembly that our facilities are being established and opened without any guiding criteria to govern excess proliferation.

In the interim, the system will develop new guidelines covering the establishment of new colleges, multicampus colleges in the same county, or satellite centers in adjacent or adjoining counties. I've directed the department staff to draft clear guidelines which focus on four major areas: 1.) avoiding unnecessary duplication of expensive programs; 2.) providing accessibility to the greatest number of students; 3.) locating new facilities to minimize the impact on existing colleges or centers; and, 4.) placing a greater emphasis on regional program-sharing.

The input of the trustees and presidents in developing guidelines is critical. My goal is to have the new guidelines

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FROM THE EXECUTIVE COMMITTEE

by Dewitt Rhoades, President

The activities of the trustees association continued at a rapid pace in the first quarter of the New Year. Trustees from all across North Carolina were involved in the Community College Law Conference at Chapel Hill, the National Legislative Seminar in Washington, DC, sponsored by ACCT, the Legislative Breakfast and visits to the General Assembly in Raleigh. All of this worthwhile effort is in the past now, but we cannot cease our efforts on behalf of the community colleges in North Carolina. The critical decision making days are still ahead in the Congress and the General Assembly. In this era of increased citizen involvement and town meeting approach to government, it is more important than ever before that the voices of the trustees be heard. Remember, we are the primary spokesmen for the poor and under-educated adult citizens in North Carolina in the arena of comprehensive adult education.

We cannot cease our efforts on behalf of the community colleges in North Carolina.

Plans are well underway for the Association's annual meeting on May 6-7 in Greensboro. Registration and other information should be in your hands by now. The keynote speaker, Joe Dudley, will have an inspiring message as we celebrate the grand partnership of Community Colleges-Business/Industry-Local and State Governments. Other sessions will be concerned with revitalizing the community college system, a legislative update and the NCACCT business meeting.

Please note and make plans to have your board represented at the ACCT regional meeting in Nashville, Tennessee, on May 22.

We need to be alert to a number of issues and challenges to our locally oriented system of North Carolina community colleges. The highly successful Tech-Prep programs promise to impact the colleges with well prepared high school graduates who deserve to enroll in top flight technical programs. We must be prepared for these students or our promise to them will not be fulfilled.

We must be alert also to the recommendation of the Government Performance Audit Committee Report. Major strengths of the community colleges are local financial support, a large measure of trustee control and a sensitivity to student and community needs. The taxes that go to Raleigh originate in the local communities. The quest for

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The North Carolina Association of Community College Trustees

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The REVIEW (ISSN 1065-948X) is published quarterly as a membership service of the North Carolina Association of Community College Trustees. The purpose of the association is to increase public awareness and participation in community colleges. The REVIEW is partially supported by a grant from the North Carolina State Board of Community Colleges. Subscriptions for non-association members are available for $20 each year. Third class postage paid at Cary, NC 27511. Please send address changes to: 1135 Kildaire Farm Road, The Lawrence Building Suite 200, Cary, NC 27511; or phone 919-467-9754.

Submission of articles, comments and announcements are welcomed. Decisions for publication and editing of the submissions are made by the editors.

THE COMMUNITY COLLEGE BOARD AT WORK

Davidson County Community College

by Hollis S. Blair, Chairperson and J. Bryan Brooks, President

The Trustees of Davidson County Community College recognize that their performance sets the pace and example for the total college community. Individually and collectively, the Trustees have adopted a spirit of mutual trust and respect for one another and identified their vision of the College and how it relates to the educational needs of our community.

The work of the Davidson County Community College Trustee is more a process than an event. Trustees recognize that they must be well informed about the community and college needs in order to be effective. The monthly meetings represent only a portion of the role of a Trustee. The fundamental work of Trustees begins long before monthly meetings and often involves participation in other college and community activities to stay informed.

In order to make each meeting as effective as possible, we generally invest a great deal of time before hand in planning the agenda and providing information that will facilitate decision making. Typically, the agenda for each monthly meeting is a balance between items that will require Trustee review and/or action and those which are presented for information purposes.

Since one of the fundamental roles of Trustees is to protect the financial stability of the college, a concerted effort is made to provide each Trustee with comprehensive information concerning the college's financial needs and resources. The Trustees consider and adopt an annual spending plan within the framework of state, county, and federal allocations. As Board Chairperson and President, we share a continuing responsibility to keep Trustees informed about emerging financial issues and needs and to help facilitate the involvement of Trustees in the request for adequate financial resources.

A significant number of agenda items are designed to help Trustees fulfill their role in judging institutional effectiveness. These efforts include activities that range from consideration of new instructional program applications to receiving the results of program reviews resulting from the college's program review process.

...must be well informed about the community and colleges needs in order to be effective.

Approximately one week prior to the monthly meetings, Trustees are provided an information packet containing the minutes of the previous meeting, the agenda for the next meeting, and copies of reports to be presented at the meeting. These written reports contain appropriate background that will enable Trustees to understand how specific recommendations will affect the college. Having written information prior to the meeting helps Trustees come to the meeting well prepared. As a result, meeting discussions are more focused and informative. As Chairperson and president, we meet prior to each meeting to review and update the agenda. This session is very helpful in identifying the sequence of agenda items, items which require action, and other points of information which will contribute to an effective meeting.

When needed, committee meetings are also scheduled prior to monthly meetings. Committees are typically used when more in depth knowledge of a particular issue or area is needed. For example, the Board Finance Committee will meet to review and help prepare a recommendation concerning the county budget request. All committee meetings are open to any Board member, and a conscientious effort is made to keep all Trustees appropriately informed.

Monthly Trustee meetings are held at 7:30 p.m. on the second Tuesday of each month. Dinner is provided for the group prior to each meeting. This informal fellowship provides a relaxing transition from a busy work day into the work of the Board and gives Trustees an opportunity to talk informally and know one another as individuals. Others included in this session are the President, key staff members, faculty and staff who will give reports, and representatives of the Faculty Senate, Student Government Association, and news media.

Trustees also participate in other college activities. For example, the college holds an annual college advisory committee appreciation dinner, and Trustees regularly participate in this event. This gives an opportunity for Trustees to express their appreciation to individuals for their service on college advisory committees. Trustees also participate in college functions such as graduation, fall orientation, and faculty and staff social events such as a spring picnic. These activities help provide Trustees with an opportunity to become more familiar with the operation of the college.

Attendance at Trustee meetings and participation in Trustee activities are excellent. Our Trustees have demonstrated their capacity to deal with serious issues associated with financial decision making, to serve as a "court of appeal," and to participate in the difficult

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Trustee Training Needs Continue...

A recent study revealed evidence from interviews and surveys that community college board members have become more aware of their responsibilities and more appreciative of orientation and education opportunities following trustee orientation and in-service training efforts over the past few years. The study also indicated a slight increase in trustee statements and questions in community college board meetings. The need for continued and more effective trustee training was pointed up by a lack of evidence of substantive changes in the level and content of verbal participation of board members in the institution samples studied.

The recent study produced several principles of trusteeship that need to be internalized by community college board members. The principles are:

Principle One. Trustees need to be energetically involved, especially in formulating mission, vision, and policies. Trustees must deal with policy decisions and not with management issues. Trustees must keep the mission in mind and keep the college on track toward reaching its goals.

Principle Two. Trustees need to balance mission and programs with community needs. Trustees need to define mission and educational programs to develop community resources, promote community resources, and enhance the quality of life.

Principle Three. The board must act harmoniously in a leader-led team. The board must act as one.

Principle Four. Trustees must avoid conflicts of interest.

Principle Five. Trustees need to be prepared and informed on a continuing basis, apart from regular board meetings.

Principle Six. Trustees need to do their homework and be involved. They need to understand the issues to be ready to make decisions. They need to do research, ask questions, attend each meeting, and give the board their ideas. ■

** The foregoing article was based on information provided by Eugene Watson, School of Education, the University of North Carolina, Chapel Hill. Additional information may be available upon request to Dr. Watson.*

Improved Utilization of Instructional Space In Late Afternoon

by Dr. Stephen C. Scott, President, Southeastern Community College

The Community College System of North Carolina has a commitment to meet a wide range of community needs. Meeting community needs requires that facilities are available in which classes of various types can be taught. In light of financial constraints, it is obvious that existing facilities should be as fully utilized as feasible before plans are completed for new buildings. The following checklist is offered as a guide for discussion on improved utilization of classrooms and laboratory spaces between the hours of 2:00 p.m. and 6:00 p.m. at community colleges.

Rescheduling Curriculum Classes

- More laboratory sections (e.g., science, drama, music, computer).
- More one-section-only courses.
- Special studies classes (i.e., classes that are not a regular part of the college transfer curriculum).
- Alternate sections of courses taught in a different format (e.g., using computer or self-paced classes) that might be attractive to certain people.
- All classes in certain programs to meet only from noon through the rest of the afternoon.
- A total curriculum of classes so that a student could be a full-time student and eventually graduate by attending only in the afternoon.
- Additional sections that are made necessary by limiting en- rollment in sections taught earlier in the day.

Identifying Target Groups for Classes

- Curriculum courses for specific groups (e.g., real estate, insurance and law enforcement).
- Continuing education classes for the general community (e.g., computer).
- Continuing education classes that will attract people who do not hold jobs (e.g., retired persons and "house spouses").
- Continuing education classes for senior citizens who do not want to drive after dark.
- Continuing education classes for re-certification of public school teachers.
- Curriculum and /or continuing education classes for employed nurses, and other groups who finish work day at 3:00 p.m. or 4:00 p.m.
- Curriculum and/or Tech-Prep classes for high school students.
- Parenting classes, involving non-working parents and their elementary-age children, coordinated with JOBS and other social agencies.
- HRD and other short-term classes.
- Classes geared to business and industry needs. Companies might give employees an hour off if employees give an hour of their time for these classes.
- "Catch-up" courses for curriculum students who are out of sequence in their curriculums.
- Classes that faculty/staff personnel need for professional development.
- Classes for minimum security correctional inmates on campus.

Hosting Workshops, Seminars and Conferences

- General professional development activities for faculty/staff.
- Training of custodial staff (including literacy instruction).
- Training for staff and students in AIDS awareness (required by OSHA).
- Education and awareness sessions for staff and students on Drugs in the Workplace.
- Teleconferences from the west coast that are of interest to educators.
- Workshops and seminars for business and industry.

Other Activities

- Set up help sessions to complement classroom lectures where there are obvious needs.
- Hold team-building sessions for administrative teams.
- Establish a tutoring program run by college students for elementary and high school students.
- Make classrooms available to outside agencies for meetings and seminars. Offer a special benefit for attendance from 2:00 p.m. - 6:00 p.m. (Costs to be paid by college foundations or other sources).
- Reduced or free tuition.
- Reduced or free child care.
- Reduced or free textbooks/lab kits.
- Reserved parking spaces.
- Assistance with transportation costs.
- Scholarships for attending classes from 2:00 p.m. - 6:00 p.m.

These ideas are presented to provide a starting point for discussion at your college. Since afternoon classroom utilization is not ordinarily a question of college policy, most of the ideas above were developed in a brainstorming session conducted by faculty and staff members at Southeastern Community College. I suggest that your college use the checklist for brainstorming sessions by faculty and staff personnel to determine the best way to utilize classrooms from 2:00 p.m. - 6:00 p.m. in your community college. ■

for the THOUGHTFUL TRUSTEE
a series

An Overview of the Funding and Control of State Community College Systems: *A North Carolina Perspective*

by Terrence A. Tollefson

State and Local Responsibilities

Part of the challenge of serving as a community college trustee is to sort out the responsibilities of the local board in relationship to other local, state and federal organizations.

According to the National Association of College and University Business Officers, the governing board of a college is generally responsible for determining the institution's mission, for selecting and approving the president, appointing faculty and staff on recommendation of the president, approving long-range plans, determining major policies, approving operating and capital budgets, obtaining necessary funds, and representing the college to its publics. (Ford, in Greene, 1992, 7-8). As a practical matter, however, such responsibilities are often shared between a local community college board of trustees and a state level coordinating board. Each state has its own ways of dividing responsibilities between state and local boards.

The North Carolina Pattern

In North Carolina, for example, the General Assembly has adopted and periodically revised the following "statement of purpose" of the North Carolina Community College System, as contained in Chapter 115D of the North Carolina General Statutes (Community College Laws of North Carolina, 1992, 9).

The purposes of this Chapter are to provide for the establishment, organization, and administration of a system of educational institutions throughout the State offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational and adult education programs, to serve as a legislative charter for such institutions, and to authorize the levying of local taxes and the issuing of local bonds for support thereof. The major purpose of each and every institution operating under the provisions of this Chapter shall be and shall continue to be the offering of vocational and technical education and training, and of basic high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools, provided juveniles of any age committed to the Division of Youth Services of the Department of Human Resources by a court of competent jurisdiction may, if approved by the director of the training school to which they are assigned, take courses offered by institutions of the system if they are otherwise qualified for admission.

State President Robert W. Scott has described the foregoing statement of purpose as a "statutory mission statement" that "serves to keep the system focused on vocational and technical education" (Scott, in Tollefson and Fountain, 1992a, p. 152). He continues, "The governance of the North Carolina Community College system is a unique mixture of state-level authority in terms of policy and procedures combined with a strong history and commitment to reserving maximum local autonomy to local boards of trustees" (p. 154).

Within the statutory mission statement and policies adopted by the North Carolina State Board of Community Colleges, the local board of trustees at each North Carolina community college is responsible for the following functions (Dowdy, 1990, pp. 16-18):

1. Establishing the mission and goals of the college;
2. Appointing, evaluating, and, if necessary, terminating the president;
3. Ensuring that the college is well managed;
4. Approving the budget;
5. Raising money from local, state, and federal governments, and from private individuals and organizations;
6. Obtaining and maintaining adequate land, buildings, and equipment, including selecting and supervising architects and those responsible for facilities construction;
7. Establishing and monitoring the success of educational programs;
8. Approving long-range plans;
9. Public relations;
10. Serving as a buffer against external pressures;
11. Serving as a "court of appeals"; and
12. Becoming and staying well informed on matters important to the college.

Responsibilities for funding the North Carolina Community Colleges are also divided according to statute, such that the state is primarily responsible for instructional and administrative expenses, educational equipment, library books and up to half of the costs of land and buildings, whereas the sponsoring county or counties of each community college must provide the balance of funds required for land and buildings, in addition to all funds needed for operating and maintaining buildings, equipment and grounds. Sponsoring boards of county commissioners also may supplement any state budget item (Chapter 115D-31 and 115D-32; Scott, in Tollefson and Fountain, 1992a, p. 156). The state pays approximately 77 percent of the operating expenses of North Carolina community colleges. Local governments provide 11.5 percent, student tuition accounts for 7 percent, the federal government pays about 4 percent and other sources provide about one-half of one percent of the operational support. (Scott, in Tollefson and Fountain, 1992a, p. 156). The comparative national average figures in 1988 were reported as 58 percent of operating expense support from state government, 13 percent from local government, and 22 percent from tuition (Honeyman et al., 1991, 8).

National Patterns and Trends

In the past three decades, most states have shifted the responsibility for state-level coordination, or in some cases governance, from state boards for elementary and secondary education to state university

continued

boards, state boards of higher education, or separate state boards for community colleges (Tollefson & Fountain, 1992b, pp. 9-13). This national trend was exemplified in North Carolina in 1979, when the General Assembly enacted legislation that transferred state-level community college responsibilities from the State Board of Education to a new State Board of Community Colleges beginning in 1980 (Scott, in Tollefson & Fountain, 1992a, p. 153). Striking differences exist in the divisions of responsibility between state and local boards for community colleges in other states. In Virginia, for example, local boards are strictly advisory and the state board exercises all governance functions except those it delegates to the local boards (Puyear, in Tollefson & Fountain, 1992a, p. 218). Other states with high degrees of centralized state control of community colleges include Connecticut, Hawaii, Delaware, Nevada, and Kentucky (Garrett, 1992, p. 11). Community colleges in Hawaii, Kentucky, and Nevada are governed by statewide university system boards (Tsunoda, Carr, and Dawson in Tollefson & Fountain 1992a, pp. 54, 86, and 129). Connecticut has a statewide Board of Trustees of the State Technical Colleges, with no local boards (Cox, in Tollefson and Fountain, 1992a, p.37). Delaware has a single statewide community college with four campuses (Kotula and Kubala, in Tollefson & Fountain, 1992a, p.42).

New Mexico, Idaho, Michigan and Missouri are among the states with the greatest degree of control exercised by the local community college boards of trustees. North Carolina is in a middle group of states with balanced control between state-level boards and local boards of trustees. That middle group of states also includes Washington, Wyoming, Massachusetts, South Carolina, and California (Garrett, 1992, pp. 11-12).

In this era of statewide budget cuts and mid-year reversions, it is no surprise that a strong relationship has been found between the degree of state centralized control of community colleges and the proportion of local college operating budgets that supported by state funds. Garrett (1993, p.9), for example, found that "...state systems funded by more than 50 percent of state funds tend to have centralized governance structures, and state systems funded by local funds greater than 25 percent tend to have decentralized governance systems." Thus, Virginia has no local funding support and no local-level governance. In contrast, Pennsylvania has "14 locally autonomous, locally sponsored, locally controlled institutions," (Kern, in Tollefson and Fountain, 1992a, p. 179) and the state only pays approximately one-third of the operating expenses.

The foregoing analysis is highly oversimplified, in that many overlapping federal, state and local laws and regulations apply to community colleges as well as other public and private organizations (Blocker, Plummer and Richardson, 1965, pp. 86-91; Cohen & Brawer, 1989, p.103). Examples involve worker safety, waste disposal, building codes, police protection, taxation and Social Security withholdings from employees' wages and salaries, civil rights and so on.

Although there is no such thing as complete local control of community colleges, for obvious reasons, many states do assign significant responsibilities and authority to local boards of trustees, as an important factor in assuring that community colleges will be responsive to local educational needs. Fonte (1993, pp. 5-12), has found that states with high degrees of state-centralized control over budgets, expenditures, tuition and other revenue and personnel tended to interfere with local attempts to maximize access to educational opportunity and responsiveness to local business and industry needs.

The North Carolina Community College System represents an unusual combination of very high state funding support, relatively low local funding support, very low student tuition, and intermediate state control. Such a combination seems consistent with President Scott's statement (in Tollefson and Fountain, 1992, p. 152): "The governance of the North Carolina Community College System is a unique mixture of state-level authority in terms of policy and procedures combined with a strong history and commitment to reserving maximum local autonomy to local boards of trustees." This "unique mixture" appears to be working well in terms of both fulfilling the statutory statewide mission of the North Carolina Community College System and in assuring responsiveness to local needs. ■

RANK ORDER OF STATE COUNTY COLLEGE SYSTEMS BY STATE CENTRALIZATION INDEX (N=44)

1	Connecticut	107	70	0	24
2	Hawaii	105	100	0	0
3	Delaware	102	N/A	N/A	N/A
4	Nevada	101	85	0	14
5	Kentucky	100	71	0	28
6	Minnesota	99	62	0	38
7	Alabama	99	60	1	16
8	Indiana	99	66	0	34
9	Rhode Island	98	63	0	19
10	Colorado	98	N/A	N/A	N/A
11	Virginia	95	77	0	22
12	North Dakota	94	N/A	N/A	N/A
13	Tennessee	94	70	0	0
14	Georgia	92	75	0	24
15	Vermont	90	35	0	56
16	Maine	87	N/A	N/A	N/A
17	Utah	81	N/A	N/A	N/A
18	Oklahoma	80	N/A	N/A	N/A
19	Wisconsin	75	25	51	16
20	Washington	74	82	0	15
21.	**NORTH CAROLINA**	**72**	**78**	**12**	**7**
22	Wyoming	72	70	0	30
23	Massachusetts	72	69	0	25
24	South Carolina	71	59	10	20
25	California	71	60	31	4
26	Arizona	70	27	52	13
27	New Jersey	67	28	34	29
28	New York (SUNY)	63	33	33	27
29	Illinois	62	30	42	23
30	Ohio	62	N/A	N/A	N/A
31	Montana	60	N/A	N/A	N/A
32	Texas	58	50	22	16
33	Maryland	57	37	36	25
34	Florida	56	75	0	22
35	Iowa	56	49	10	30
36	Oregon	52	30	48	18
37	Mississippi	51	43	15	20
38	Arkansas	50	76	0	22
39	Pennsylvania	49	37	26	37
40)	Kansas	48	N/A	N/A	N/A
41)	New Mexico	48	55	31	12
42)	Idaho	41	N/A	N/A	N/A
43)	Michigan	41	40	26	28
44)	Missouri	40	N/A	N/A	N/A
	****NATIONAL AVERAGE**	**72**	**58**	**13**	**22**

Sources:
[1] and [2] Garrett, Rick L. (1992). Degree of centralization of governance of state community college systems in the United States, 1990. Community College Review, 20(1), 11-12.
[3] Honeyman, David, Williamson, Mary L., and Wattenbarger, James L. (1991). Community College Financing 1990: Challenges for a New Decade. American Association of Community and Junior Colleges, Washington, D.C., 7-8.
**Funding percentages are rounded to the nearest whole numbers.*
***The median, or middle value, is used for the Centralization Index Value. The arithmetic mean is used for each of the funding percentages.*

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Terrence A. Tollefson is a associate professor in the Department of Adult and Community College Education at North Carolina State University in Raleigh. He is editor of the COMMUNITY COLLEGE REVIEW a quarterly research journal. He has served as a vice-president in the North Carolina Department of Community Colleges and state director of community colleges in New Jersey and Colorado. He holds a Ph.D. from the University of Michigan.

TRUSTEES: Keeping the Public Trust

A community college trustee is a member of a board, empowered as a body corporate, to hold the real and personal assets of the community college for the benefit of the community college students and citizens of the community and state.

by Evon Dean, Vice-Chairman, Board of Trustees, Guilford Technical Community College

Webster defines a trustee as "a person to whom another's property is entrusted." What a responsibility! What a challenge! The vitality and success of a community college are the result of a group of informed individuals working together with a vision. Trusteeship offers a place of service—not a seat of power.

Community college trustees are offered an abundance of advice on "How To Be An Effective Trustee." Codes of ethics for trustees are found in national, state and local trustee publications. The North Carolina Association for Community College Trustees provides orientation and ongoing training opportunities, but it is the responsibility of local colleges and individual trustees to take advantage of available resources for learning. Every trustee should be well informed in order to vote responsibly.

The responsibility of trusteeship, though, extends well beyond the vote. Let's look at what is perhaps the most important measure of a trustee's effectiveness—the relationship between trustee and president. Most discussions on trustee/president relations focus on the difference between policy making and policy implementation. The typical advice that trustees select a president and set policy for the president to administer is both superficial and unrealistic. It is simple to make the distinction between policy and implementation in theory, but when faced with an actual example, sometimes the distinction does not seem so clear.

The distinction frequently breaks down on personnel issues. Trustees have the difficult responsibility to be the ears to the community without trying to solve all the problems themselves. Persons with problems or concerns about the college should be referred by the trustee to the appropriate college official. The trustee should not try to solve the problem on his/her own. But, but, but: the trustee should expect and receive a report from the president about the disposition of all such matters.

Presidents and trustees share every aspect of success and failure. Boards must set their presidents up to succeed, not fail. It can be confusing to the president when the board fails to communicate a clear vision. Trustees rightly demand accountability from the president, but one cannot be accountable when one does not know what is expected.

Drawing on what is happening in corporate America (especially with the recent examples at IBM, American Express, etc.) corporate boards are seriously calling into question the CEO's performance if corporate profits fall. Will this shift in focus in the private sector result in more community college board members holding the president responsible for the performance of the college (with performance being measured in a variety of ways)? To press for such accountability, the board has to be willing to conduct a meaningful evaluation of the president and take appropriate action on that evaluation.

Central to accountability and evaluation is the question of how much the board needs to know about the internal workings of the college. Trustees must show their own accountability by asking questions, the right questions. There is a world of difference between a trustee asking if a program still meets local needs, and a trustee seeking to get an instructor fired because he/she doesn't like that individual.

Trustees need to ask questions in order to be well informed and, as a result of being informed, to carry out their public trust. Perhaps the most important way a trustee carries out that responsibility is the evaluation of educational programs. Good questions, questions trustees should rightly ask of each program are:

- What is the enrollment and patterns of enrollment?
- What plans are in place for strengthening a weak enrollment?
- How active is the advisory committee?
- How many graduates are there?
- How many graduates find related jobs and where?
- What are those graduates earning?
- What are the costs of the program and how does that compare with other programs?
- If this program were canceled, could other, more needed programs, be offered?

Through effective program review, trustees obtain needed information to make informed discussions to establish meaningful policy and to set a clear vision for the college.

Trustees who are well-informed, who know the answers to questions like those above, can be a creditable advocate for their college, its programs, and its faculty.

Serving as a trustee, entrusted with another's property, is an awesome responsibility. It is useful periodically to read and reflect on the position statement of the North Carolina Association of Community College Trustees.

Trustees are responsible to and for many constituencies: faculty, staff, students, the community, local government, state government, and the public in general. While trustee duties and responsibilities are as varied and unique as the communities served by institutions in the North Carolina Community College System, the following competencies are central to effective trusteeship.

AWARENESS AND UNDERSTANDING

- Understanding that as guardians of the institutional mission, trustees must be involved and informed in order to make sure that the institution's programs conform to its stated purpose and that funds are spent in accordance with the terms under which they are accepted.
- Awareness of the opportunity for change of college mission priority and focus.
- Awareness of state-level priorities and opportunities for change.
- Understanding of unique college characteristics.
- Understanding of the principles of effective trustee/president roles and relationships.
- Understanding of the history of the North Carolina Community College System.

RESOLVE AND COMMITMENT

- Commitment to the concept that trustees operate as a corporate body in pursuit of consensus in the best interest of the institution and the community it serves.
- Resolve to make sure that the college is managed effectively.
- Commitment to making the college and the North Carolina Community College System stronger and better.
- Resolve to learn and become informed through participation in college and board affairs and by asking questions as a prerequisite to effective trusteeship.

KNOWLEDGE AND SKILLS

- Thorough knowledge of responsibilities for resource allocation as related to state, federal and local allocations, budget transfers, salary determination and establishment of budget priorities.
- Knowledge of the specific mission focus of the college, statewide priorities and goals as expressed through and by the General Assembly, Executive Branch of State Government and the State Board of Community Colleges.
- Knowledge and skills in working with and through a group to provide services and/or programs.
- Knowledge of service area needs, priorities and goals, and their relationship to state needs, priorities and goals.

Trusteeship does offer a place of service—not a seat of power. Only through continued discussion of these concepts can trustees hope to measure up to the trust that the public has given to us. ■

LT. GOVERNOR EXPRESSES COMMUNITY COLLEGE SUPPORT

Lt. Governor Dennis Wicker made the following statement at his first meeting as a member of the State Board of Community Colleges in January, 1993:

Let me say first...unequivocally and unconditionally...the North Carolina Community College System now has a friend in the Lieutenant Governor's Office. Your mission is my mission. During the next four years, I pledge to do everything in my power to make our state's community college system second to none.

As we enter the dawn of a new century, there is a growing uncertainty looming on North Carolina's horizon. The new jobs of the new century will require more education and higher skills than most of our workers now have. The global economy has arrived...but North Carolina won't be a player in the game if our workers aren't qualified. You and I know that the community college system represents our best hope for competing economically. But the fact is many of our schools are not prepared to provide the training and retraining our workers will need.

We have before us an important decision to make...invest in our community colleges now...or risk falling further behind economically in the future. What we must do is make the necessary investment in our community colleges. We must make the investment to keep our community colleges' open admissions policy. It bothers me to know that students are being turned away from classes they want to take because our community colleges can't handle the demand. We must make the investment to upgrade and expand resources at our community colleges. Technology waits for no one. We have to be able to prepare our workers for the new high skill jobs. We must make the investment to pay our community college instructors a decent salary. It is an embarrassment for North Carolina to pay the community college instructors the lowest salaries in the southeast. How can we ever expect to attract much less keep good instructors?

The commission on the Future of the North Carolina Community College system issued a blueprint three years ago called "The Competitive Edge." It outlined what...why and how we need make our community college system world class. While we have made progress, much work remains unfinished. I say to you it is time to finish the job...to make the necessary investment, so in the commissions' words..."North Carolina's Community College System can become our bridge to the next century and provide the economic salvation of our workforce."

Thirty years ago, my father, who served in the General Assembly, helped Governor Terry Sanford establish our community college system. It was one of his proudest moments as a public servant. I can think of few things more fulfilling for me...if as you Lieutenant Governor, I can help ensure that our community college system gets the support it needs as we enter this most critical time in our State's history. ■

A DIFFERENT PERSPECTIVE

Department of Community Colleges
by J. Parker Chesson, Jr., Executive Vice-President

Last July I accepted a position as executive vice president of the Department of Community Colleges. Prior to this, I had spent 28 years at College of The Albemarle. My career at the college started in 1964 as a biology teacher and ended with a 17-year tenure as president.

I thoroughly enjoyed all of these years. I will never forget the thousands of students I knew on a first name basis who improved their lives by attending College of The Albemarle. Some I taught in biology classes and others I got to know while serving as president. At the college level, you actually mingle with students on a daily basis, getting to know them and recognizing the significant obstacles many of them overcome in order to attend college.

There is something special about being surrounded by students. Without our students, there would not be a need for a State Board of Community Colleges, the Department of Community Colleges, local boards of trustees, presidents, faculty or staff.

Do I miss the campus? You bet I do! Those years represent an experience which I would not trade for anything else in the world. But, the opportunity I accepted to serve our community college system at the state level was something I could not pass up. It was time for me to do something new and different—and I am thoroughly enjoying my new work. Although my roots will always be back on the campus with teachers and students, I look forward to working with the leadership of the system as we collectively help move North Carolina into the twenty-first century.

Sometimes we get caught up in the nuances of administrative procedures and regulations, legislative concerns and budget matters, and lose sight of the real purpose of our system. Providing quality services for our system's students should guide all of our discussions and decisions.

In my work as executive vice president and chief operating officer, I am responsible for the day-to-day operations of the Department of Community Colleges. In addition, I spend a lot of time interacting with the presidents and other staff at our 58 colleges. We have a wonderful system of colleges which are led by outstanding presidents—and I enjoy working with them.

In my present work, I face the same occupational hazard all administrators encounter, the same one I faced as a college president. That is, it is very easy to get immersed in the problems and challenges of the day and the myriad of administrative details which we always encounter, engrossed to such an extent that we often lose sight of our raison d'etre, our reason for being. The further you are from teachers and students, the easier it is to fall into this trap. Board members, trustees, administrators and all others who work for our system outside the classroom should always try to remember that our focus should be on what is in the best interest of the student.

Each of us should have some guiding principles which serve as the foundation of our life's work. For me it has been doing my best no matter what station in life I held, insisting that others around me try to do their best and approaching each day as a new experience. Community college work is certainly exciting and challenging. As a system, we face more challenges today than ever. Our mission is being reexamined as the legislature considers the recently completed Government Performance Audit Committee report. We should not shy away from this examination. I am confident that our strengths will be recognized and our weaknesses appropriately

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developed and adopted by the State Board within five to six months.

I also expect the guidelines to be adopted prior to any public vote on the system's proposed $311 million bond proposal for capital construction projects, provided the bond proposal receives legislative approval.

The bottom line for our system is this: we cannot ignore the GPAC recommendations, nor do we know when the General Assembly will decide to take action on our system. So we must act now.

There are issues that the State Board feels it needs direct input from the trustees: presidential appointments, the elimination of school board trustee appointments, and other modifications to the governance structure. These will be addressed by the State Board following discussion with trustees.

I was very pleased to see the level of support our system received in Governor Hunt's proposed budget. But we must remember that with greater support comes greater expectations and higher accountability. Our moment in the spotlight has finally arrived, and we must stand ready to deliver upon the promises we make. I strongly believe that North Carolina needs to invest more in education and training for the state's workforce.

Many, if not all, of the GPAC recommendations came as no surprise to us. As I said before, we do not need for the General Assembly to tell us how to run our system. That's our job, and the responsibility they have placed upon us. We can do it. The State Board will be calling on you for your advice and expertise in the coming months and, together, we will move the system ever forward.

BLAIR/BROOKS continued from page 2

decision making of setting priorities and establishing policies. One quality that characterizes our Trustees as a group is the unfailing good humor and sustained camaraderie among members of the group. We are fortunate that meetings usually begin with reference to one of several standing jokes: one usually talkative Trustee being speechless when called upon unexpectedly by a Governor to summarize needs; the Vice Chairman's propensity for enjoying second helpings of chicken pie; who is sitting in whose chair; and the squares and circles on the rather busy diagram of the college's annual planning cycle. Good interpersonal relationships among Trustees and the President contribute to establishing an effective governance partnership which keeps the needs of the college and the community in the forefront. ■

RHOADES continued from page 1

efficiency and cost savings should not sacrifice these strengths in the community colleges system.

As a final note, please take a look at the Association logo imprinted in the Calendar of Events in this newsletter. The oval symbolizes the association as a means of bringing trustees together on behalf of community college education, the pillar symbolizes the trustee base for leadership, and the flame is the traditional symbol of learning. ■

NCACCT

1993 CALENDAR OF EVENTS

April 28-May 1	• American Association of Community Colleges (AACC) Annual Convention *Portland, Oregon*
May 6–7	• NCACCT Annual Meeting *Holiday Inn Four Seasons, Greensboro*
May 20–22	• ACCT Southern, Central & Northeast Regional Meeting *Nashville, Tennessee*
Sept. 29–Oct. 2	• ACCT Annual Convention *Sheraton Center Toronto, Ontario, Canada*

CHESSON continued from page 3

addressed—and that we will come out of this as a stronger system of colleges.

I am certain that our colleges will be in the forefront as North Carolina addresses the complex issues and challenges facing us in the coming years. No other public agency is better positioned than our community colleges to address the pressing needs of our state—and to do this in our local communities. Serving citizens from Manteo to Murphy, our 58 colleges provide educational opportunities for 750,000 North Carolinians each year. Our trustees should be extremely proud of their colleges and their roles in making their communities a better place to live and work. ■

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NORTH CAROLINA ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

REVIEW

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FROM THE EXECUTIVE COMMITTEE

by Dewitt Rhoades, President

As the first year of my two-year term comes to a conclusion, I want to say thanks to all in the Trustee's Association for their help over the past twelve months. The members of the executive committee, the association office personnel, the members of the association committees, authors of the newsletter articles, Department of Community Colleges and institution personnel, and State Board of Community College members and individual trustees have made my year one of great satisfaction. I will be counting on everyone again as we move into the 1993-94 year.

We're now entering the closing days of the General Assembly. Not only do we need to speak for the community colleges in these last days of the legislature, but also we will soon need to focus on preparations for the upcoming short session in the spring of 1994. Keep in mind that our most effective advocacy occurs prior to the sessions in Raleigh.

Congratulations to new Executive Committee members of the association elected at the Annual meeting in Greensboro in May. They are: Lynn W. Redding, Wilkes Community College, and Walter Ray Stancil, Richmond Community College. Re-elected to a full two-year term were Melrose Rogerson and Robert Williams. Terms of these four members expire in June 1995.

We are especially grateful for the outstanding service of recent former Executive Committee Members, Eleanor Jones of Surry Community College and John Staton of Robeson Community College.

This is membership renewal time for the Association. If you have not already done so, please attend to this promptly so that the effective work of the Association for the coming year can continue smoothly.

Congratulations to President Joe Grimsley of Richmond Community College who was presented the ACCT Southern Region Chief Executive Officer Award in Nashville, TN in May.

For those who were not in attendance at our annual meeting, the following are some items from my year-end report to the annual meeting of the association:

The association received a grant of $25,000 for 1992-93 from the State Board of Community Colleges to support

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STATE BOARD CHAIRMAN'S VIEWS

by William F. Simpson

As your chairman, I want to make some comments about recent events...and some not so recent...which are impacting our system and the reputation of this Board. I want to emphasize up front that this is not a play to the press, based on recent articles about our system. Nor is this something to be quoted. I simply feel the need to make myself clear on several points.

The special provisions you just heard about, along with the GPAC recommendations to which we have spent several months reacting, amount to a slap in the face to this Board, in my opinion. I, as chairman, and many of you, as Board members, have expressed many of these very same concerns over the past two years or more.

For instance, how many times have we expressed concern over course completions among the inmate population? We developed a flexible policy on course repeats in curriculum programs; wouldn't you think that same logic could have applied to continuing education courses? Frequently, we have talked about the desire to reduce duplications in programs...and to create arrangements where colleges work together to provide instruction on a regional basis. I look back on the notes from my session with the senior staff at the Department in February 1992...they look like the outline for the GPAC recommendations ...and that was over a year ago.

Whenever this Board expresses a concern, it should be a red flag, a signal to the Department that we want something done. Give us good information. Give us clear recommendations. Give us supporting data. When we express a concern, it is a major issue...which requires full and immediate attention. If we are to make well-informed decisions about this system, keeping us well informed should be the highest priority.

The people who work in this system have long been our greatest strength...starting with the presidents. The State Board, though it has been accused otherwise, has tried to support the presidents and enable them to run their colleges without an overabundance of "hovering" from the state level. However, it has become painfully obvious how critically important it is that we have presidents who can tell right from wrong...who can and will exercise good judgment. Fortunately, most do; it's those who don't that make us all, the entire system, look bad. We don't need the General Assembly to make rules for us; the State Board can step in before that becomes necessary. I regret that the necessity appears obvious...that the State Board indeed must play a more prominent role in this system.

Trustees in our system continue to talk about local autonomy. This Board has not only enabled that; this Board has gone out of its way to assure it.

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The North Carolina Association of Community College Trustees

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THE COMMUNITY COLLEGE BOARD AT WORK

Rowan-Cabarrus Community College
by Ray Paradowski, Chairman, and Dick Brownell, President

Partnership is the "name of the game" at Rowan-Cabarrus Community College. The sense of teamwork and positive collaboration the word partnership evokes begins with the Board of Trustees and sets the leadership climate for the college. Governance is seen as a joint function of the President and The Board of Trustees and is carried on through a working partnership characterized by openness, mutual respect, cooperation, trust and confidence. This spirit of partnership influences internal and external activities as well as all relationships of the college.

The Trustees of Rowan-Cabarrus Community College were among the first in North Carolina to dedicate themselves to effective governance through trustee training and orientation as well as governance evaluation retreats.

In 1993 the Chairman of the Board and the President developed a plan for enhancing governance effectiveness. A need for effective trustee orientation had been identified during the 1982 Board retreat. That need sparked a research project for the President, who reviewed the writings of national authorities on effective governance in higher education. Ten issues related to effective governance were identified and became the basis for a Trustee Handbook which was adopted by the RCCC Board in 1984. That handbook and related training materials have been used ever since to orient new Trustees as well as to enhance governance effectiveness through Trustee training sessions and annual evaluation retreats.

Because of the continuing emphasis upon teamwork and partnership in all governance activities, RCCC Trustees have been able to operate as an effective, governing body for many years. While Trustees delegate administrative authority and hold the President accountable for internal effectiveness, the Trustees hold themselves collectively accountable for external effectiveness. Although the Trustee role is primarily external and the Presidential role is primarily internal, these governance roles are so interrelated they cannot easily be separated. Thus, evaluation of the effectiveness of the RCCC governance team focuses on total governance in terms of the joint leadership roles of both the President and trustees. Trustee responsibility extends far beyond attending board meetings to make policy decisions and approve administrative recommendations. Trustees are very involved externally and serve as a vital link between the college and the community.

RCCC's dedication to partnerships has achieved much despite political challenges. The college serves a two-county region and must maintain effective relationships with two County Commissions, three City Governments, three Chambers of Commerce, two Economic Development Commissions and three School Systems. Positive relationships also must be maintained with many large companies served by the college in the two-county area. Despite the competing interests of divergent groups within the service area, the RCCC governance team has successfully achieved a comprehensive regional emphasis. RCCC was the first community college in North Carolina to establish a fully comprehensive two-campus regional college supported by both counties.

Governance partnerships and effective political relationships with elected officials also have enabled the RCCC governance team to influence the selection of highly qualified and dedicated Trustees who are representative of the region served by the college.

RCCC Trustees do not take their responsibilities lightly. All members of the governance team know that effective governance requires dedication of time, intelligence and effort. The RCCC Board is successful because Trustees are willing to work in partnership and devote the time necessary to fulfill their public trust. ■

Don't miss this outstanding professional development opportunity!

Community Colleges in a Global Environment
Common Problems, Common Solutions

ACCT Annual Convention
September 29 — October 2, 1993
Sheraton Centre, Toronto, Canada

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for further information contact:
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NEW LAPEL PINS ARE HERE!

The trustee association has just received the newly designed lapel pins featuring the NCACCT logo. The pin is white with blue and gold lettering and trim. The price is $5.00 each, including shipping and handling. Please call or write the association office to place your order for the trustee lapel pins. They will be especially useful for identifying you as a North Carolina Community College Trustee in state and national meetings. ■

Community College Trustee Education

by E. Demming Smith
Former Trustee & Board Chairman
Wayne Community College

One of the most honorable, challenging and satisfying opportunities a person can experience is to serve as a trustee of a community college. As one who served sixteen years, four of these as board chairman, I can emphatically state that every period of the tenure was a learning experience and rewarding in many ways.

Few people are ever called upon to serve their community college in the role of a trustee. If that privilege should come, one should seriously consider beyond the honor, a willingness to accept the significant responsibilities of a trustee and the extended demands of a trustee's time, energy and effort. This decision of the new trustee is important if a board of trustees is to maintain an effective partnership with the president for governance.

As an appointed trustee, you and the other trustees represent the community served by the institution and must hold the college in trust for the citizens of the community. You will be expected to contribute with associated trustees to the building and maintenance of a vital educational institution that possesses high quality standards and excellence in curriculum. Wayne Community College has a long standing reputation for its high quality of performance and educating its students.

The quality of governance of the community college rests solely with the board of trustees and the college president. In order to ensure an effective governance, there must be a clear understanding between the trustees and the president of their non-conflicting roles and responsibilities. A successful relationship between the president and the board of trustees and a full understanding of each other's roles is the key to effective governance. The leadership of both the president and the trustees must be in harmony.

Even though the president is elected by the board as its administrative agent, trustees look to the president for direction and educational leadership. The relationship between the board and the president is not one of supervision in a traditional employer-employee concept that many trustees have as their background experience. The president is the professional with special education and experience and should be looked upon to teach the trustees about the college's mission, the open door policy, the long-term vision of the college's future and the financial constraints and issues to be faced. The board chairman is an intermediary between the board and the president and needs to be a strong advocate of the president's effort for his and the board's success.

Trustee education at Wayne Community College has been ongoing since its earliest beginning as knowledge derived from the trustees' hands on experience. This process was quite common with many community colleges until recent years when it became quite obvious that this approach was not as effective as it should be.

A National Education Study Commission headed by Dr. Clark Kerr reported that Quality Governance in higher education, and particularly in community colleges across the nation, had been alarmingly deteriorating. One of several important reasons was for the lack of understanding among the governance team of the role and relationships between the trustees and their president.

This alarming fact highlighted the need to strengthen these relationships through better understanding of the roles of trustees and presidents through new trustee orientation and re-education of longer service trustees. In 1986, the NC State Legislature suggested that boards of trustees enter into a more structured program of education in order to strengthen the community colleges' governing boards.

At Wayne Community College, one of the first steps taken was the acquisition of the ACCT's series of visual tapes on "Trustee Orientation and Academy" and "Re-orientation Academy." This educational tool was made available to new trustees as well as to longer service board members.

Subsequently, as a follow-up, several other key trustee educational programs were initiated. In 1987, the first board retreat was held. During the two-day session, two college presidents (one retired), other than our own, led the retreat, emphasizing the roles of the trustee and president in policy making and administration, the relationships between the college business and industry and the organizational structure. At the retreat, role playing of the trustees in response to everyday situations faced by the board and the president was most effective for two of the newest board members as well as for the others.

In subsequent years, regularly scheduled Wayne Community College board retreats have been conducted covering a broad spectrum of college and board related subjects that have contributed to a more effective board.

In addition to the retreats, board members have attended the special NCACCT training programs that have been arranged through the teleconference hookup. These special video showings have been excellent and very helpful.

As a supplement to the college's stepped up emphasis on trustee training, some of our newest trustees, along with the longer service trustees, have attended special regional NCACCT meeting to update trustees on important subjects for consideration and support of the NC Community College System.

Of great importance is the emphasis that the Wayne Community College Board has placed on educating the new trustee since its initial beginning in 1987. The president and the board chairman make themselves available to respond to any questions the new trustee may have after reviewing the following material in the orientation packet:

- Manual for Trustees of the NC Community College System
- Community College Laws of North Carolina
- "Roles and Relationships" by Dr. Richard Brownell
- NCACCT and ACCT Orientation Video Tapes
- Roster of Board of Trustees
- Roster of Standing Committees
- Wayne Community College General Bulletin
- Wayne Community College Faculty and Staff Handbook
- Wayne Community College Student Handbook

From a past board chairman's perspective, a continuing educational process remains the most effective way to strengthen board-president relationships and governance of the college.

by Gwyndella Wilson
Newly Appointed Trustee
Wayne Community College

Being asked to serve as a trustee of the local community college board of trustees is an honor and carries with it a tremendous responsibility. As a new trustee, the orientation and on-going training made available by the college president and the trustee chairman, has been invaluable to me. I have had the opportunity to be introduced to trustee education in what I considered a very effective manner.

Initially, I had an orientation session with the trustee board chairman. This was followed by written materials regarding the college's mission, history, goals and future planning. The monthly community college trustee meetings provided sessions on curriculum areas to inform trustees regarding programs available at the college.

The local community college president provides on-going written information bulletins regarding the college and president's activities.

The regional trustee training provided by the NCACCT brought together trustees from across the region both old and new. This provided a more comprehensive understanding of the total community college system.

The board's annual retreat brought together all the trustees in an education and planning session. I was able to learn more about our local college, enhance my working relationship with other trustees and the president and assess my role as a trustee.

I have received and benefited by this initial training. A continuing program of education is important to me as I continue in my role of trustee.■

for the THOUGHTFUL TRUSTEE
a series

On Community College Turbulence and the Leadership Challenge

by George A. Baker III

Introduction

During the confusion and turmoil of the Russian Revolution, Leon Trotsky lamented that anyone who wants to be left alone in peace to do his own work certainly had the misfortune to have been born in the wrong century. Yet, after noble attempts to reorder the basic structure of government, the old Bolshevik concluded that trying to change the social order of things was like trying to revitalize a cemetery.

In the past 20 years, I have been a part of the change strategies of many community colleges that are not leaving their community college constituents alone in peace to do their own work. Similarly, I have worked with many other community colleges where the assumption of the community college leaders was and is that it is the responsibility of their subordinates to bring about the changes necessary to operate the college in accordance with the assigned mission. The major difference between these two groups of leaders and colleges is how they envision their success in accomplishing the mission of the college and what they see as governance's major role in providing direction and change to the college.

In a 1984 address to a University of Texas graduate class of aspiring community college presidents, President Richard Brownell of Rowan-Cabarrus Community College said:

> Probably the greatest need facing two-year colleges throughout the nation today is revitalized leadership—changing leadership to meet changing times! Today's leadership must be more aggressive if it is to compete successfully in the political arena; more dynamic if it is to keep abreast of rapidly changing times; and more effective—because the margin for error is decreasing rapidly (Brownell, 1984, p.3).

Brownell also minced no words when he avowed that the role of the trustees of community colleges is critical to revitalized leadership. He continued:

> Trustees must become more knowledgeable, more active, and more involved than ever before. Continuing political and financial support for two-year colleges will depend upon the effectiveness of trustees at local political levels, state political levels, and national political levels. Trustees are the link between the college and the power structure. They must interpret the college to the community and the community to the college. The local support of a two-year college is dependent upon how effectively local trustees accomplish that task (Brownell, 1984, p. 3).

Leaders often see trustees functioning in one of two ways—those who see the board of trustees as a powerful force in revitalized leadership and those who see the board as the most important group that they personally need to manage and influence. One group of presidents is relatively dissatisfied with the quality of educational services provided to the community and its citizens. These presidents, like Brownell, see the board as a major force in providing direction to the college. The other group of presidents is relatively satisfied with the status quo and sees the role of the board as maintaining a stable external environment. The difference between the two groups is presidential perception regarding the need for change and the level of dissatisfaction with the extent that they believe the mission is being accomplished.

The change-oriented leaders realize that a major means of influencing or leading is through a process of introducing change into the organization (Lacoursiere 1980). Often, change occurs because pressure is exerted from outside forces. Today, the press toward organizational effectiveness and quality initiatives from the state, federal, or regional accrediting agencies can hardly be ignored. This press must be met squarely by a president and board of trustees who collectively are not satisfied with the status quo and who relish the challenge of dealing with change.

While significant pressure to change exists, the resistance to change is a natural instinct for both individuals and collective groups. As our colleges were established and grew toward maturity, leaders and their boards developed the entire network of jobs necessary to achieve the organizational goals and the work group structures necessary for effective functioning. In other words, founders and their boards created, developed, or processed both the hardware (resources) and the software (the relationships) necessary to pursue organizational outcomes. Hardware included staff, money, and facilities, and the software consisted of the strategies, structure, systems, and organizational skills necessary to serve our communities and constituencies. Today we can conclude that our hardware resources have been more creatively utilized than has our ability to employ the technology in the accomplishment of our mission. Admittedly, it is easier to account for the dollars expended than to account for the learning achieved by the college's clients.

It is infinitely more difficult to structure the people side of the organization. This is true since the effectiveness of teams depends on the melding of individual needs

and motivations into collective, collaborative, and synergistic efforts to achieve difficult tasks and empower followers (McClellend and Burnham, 1976). In addition, the reality today is that resource allocations are declining in a real sense, and the natural instinct is to reform and revitalize the human side of the equation in order to gain in effectiveness. Perhaps Trosky was right, the birth of a revolution is one thing, but getting people to commit to change strategies is quite another. A major challenge for presidents and boards of the community colleges is and will continue to be relationships of people at work and the way we attempt to measure the accomplishment of the mission of the college.

The Professional Bureaucracy

In the professional bureaucracy (a term describing colleges and hospitals), power emanates from the teaching faculty since they hold the ultimate responsibility to certify the college students as competent in their curriculums and disciplines. Contrast this power with the situation in for-profit organizations where power gravitates to and emanates from the top of the organization. A typical malady of these colleges is the failure of the president and the board to use power in influencing others. Community colleges often fail to develop an effective leadership team both at the board level and within the college. If the leadership team is not in place, the organizational structure is often not effective in achieving the goals of the college. In both private and public organizations, people in the absence of an effective organizational structure tend to become lost in their individually assigned activities. Their focus becomes narrow and hierarchical. Collaboration exists only where it is absolutely required and most often only in the unit to which particular people are assigned. While this problem exists in all types of organizations, it is especially characteristic of human services organizations such as community colleges.

The faculty of the college, employing the supposition that learning is a change in behavior, strive to teach their students about the past and to cause the students to understand the civilization and the debt they owe to their forebears. College culture is established in similar fashion through the means of teaching all new employees respect for the past and how work has been accomplished in the past (Baker and Associates, 1992). Thus, while we hope for a rational environment, we behave in ways that work against it. Graham Allison postulates that organizations deviate from rationality in several ways. Problems are split up into independent parts and dealt with one by one. Solutions to problems are often decided by brainstorming and, since the basic nature of people is to resist substantive change, the first "good enough" solution is adopted. A search for answers to problems is difficult and time-consuming, thus we tend to "satisfice" by choosing an alternative that is often barely acceptable. (Allison, 1971).

The first and major task for presidents as link-pins between their two major teams is to learn to employ a participative but structured decision process in solving the major structural problems of the colleges. On the radically revolutionary side of the coin, colleges are seen as places where new skills and new solutions should lead to a future that is judged to be better than the past. Graduates are expected to perform better than their supervisors did upon graduation. Faculty are expected to use the newest and best techniques and technologies in order to develop learners. The president and the board are expected to play a major role in the social and economic development of the community. So the dilemma seems to be : How does the college community destroy what is weak about the past in order to play its role in creating the future in a pattern that by its very nature is so resistant to change? The key is, of course, participative leadership where we work with and through others to accomplish the goals of the college (Yukl, 1989).

The Two Faces of Leadership

Thus colleges, with their educational leaders (both board of trustees and organizational), are like Janus, the Roman god of beginnings and endings, with the two faces on one head looking forward and backward. One face is radically revolutionary and the other is like the stone of convention, which is anchored in the past. Community college leaders stand between the two conflicting dimensions—the internal environment demanding stability and the external environment demanding change.

One of the major differences between transformational and transactional leaders is their orientation toward change. While the transformational leader is uncomfortable without change, the transactional leader is uncomfortable with it (Burns, 1978). In the final analysis, however, leaders are hired to lead, and it is very true that if the college is not getting better, it is getting worse. Because of the laws of nature, nothing remains long in a state of homeostasis. Mechanisms and systems are designed to respond to forces leading to imbalance and disequilibrium; and, if change is the engine, leaders are the engineers. It is the clear mission of the board of trustees to design, with the president's support and leadership, the right-of-way and the tracks on which the train will run.

Leadership is the key to both individual and organizational success. Yet the study of leadership is an inexact science; models and examples are helpful, but effective experience is the true teacher. We can perceive a future and lead others toward it. But we cannot lead without gathering evidence on how well we are doing. T. S. Eliot was correct when he averred, "Between the Idea and the Reality falls the shadow." The shadow to be illuminated in the revitalization of the college is changing leadership for changing times. Board members must be the coal for the engine and key players in the forging of the right of way. The board members must communicate to the president their perceptions of how well the leader reflects the difference between the idea and the reality.

On Changing Attitudes and Behavior

When attempting to change attitudes or behavior, it is unlikely that individuals will change unless they are expected to do so. In other words, people and organizations do not change when an environment exists in which expectations are satisfied. They change when expectations are not satisfied. Motivation theory explains the level of stimulus to work. Some theories focus on the unsatisfied needs of people in organizations because these needs influence the rewards that they tend to value (Porter, 1980). Other theories show how leaders are able to link effort to performance and performance to rewards (Schilit and Locke, 1982). In community colleges, presidents and boards would do well to understand expectancy ideas because change can occur when individuals believe that these efforts will result in performance and how helpful the performance will be in securing personally valued rewards.

The bottom line is this: The more individuals believe that they are successful to the criterion of expectation, the more likely they are to be satisfied with their level of effort and performance. Attitudinal and behavioral change begins with the premise that dissatisfaction must precede change. It should be clear that this writer believes that

continued

it is the task of the board and president to introduce challenge and expectations of higher performance into the organization as it relates to accomplishment of the mission. While the literature on leadership and change does not generally argue that it is the leader who introduces the turbulence into colleges, it is obvious that turbulence is with us—and, if leaders do not introduce it, outside forces have and will do so.

Drucker (1990) believes that in the future the leader will need to work and perform in an environment that will best be described as stormy and tempestuous. During these times, regardless of the source of turbulence, the president and the board must make sure of the college's capacity for survival; of its strength both from a structural and from a people perspective; and of its capacity to survive a blow, to adapt to sudden change, and yet to quickly avail itself of new opportunities and missions.

Board/President Leadership Styles

Gary Yukl (1989) produces seven different definitions of leadership based on the researcher's perspective and the aspect of most interest to them. He summarizes his work with a number of convergent points. First, effective leaders establish cooperative relationships with effective followers. These relationships are characterized by high levels of mutual trust and loyalty. Second, effective leaders by building cooperative relationsips empower followers with downward power and in exchange are rewarded by followers in strategic matters. Third, effective leaders gain control over important information as a major source of downward, lateral, and upward power within the organization. Fourth, effective leaders become involved in shared decision-making as both a source and object of power. Effective leaders who effectively solve organizational problems or develop successful strategies to deal with turbulence gain in status and power as a result. Fifth, effective leaders employ legitimate reward and coercive power situationally, but gain commitment to mission and institutional values based on the use of expert, and referent power. According to McClelland (1962), effective leaders employ socialized power (as opposed to personalized power) to build commitment to college goals and values. It is this process that results in what Schein (1985) calls the leadership-embedding mechanism that contributes to a long-term effective organizational culture. In the final analysis, it is the personal feelings, attitudes, and values invested in organizational work by its people that yield what James McGregor Burns (1978) calls the transcendence from and interest in daily affairs to a major concern for serving.

Leadership and Community College Success

Optimum service to others in our community colleges can only occur in an environment where the president and the board are able to help the people develop lasting commitment to giving one's best effort. Serious commitment will always remain the by-product of the supportive relationships and challenging activities that are connected to the organization's mission, goals, and objectives. The most successful leaders will consistently connect the effective use of institutional resources to the sophisticated use of the human resources—in the service of others.

The good old days are gone. We are in turbulent times. The leaders who recognize the characteristics of turmoil will be the first to develop strategies to lead colleges through to more halcyon times. Perhaps, a place to start is through president and board study and discussion of the current challenges. Peters (1987) provides a prescription for a world turned upside down. Dealing with some of his challenges is a good place to start:

- Create an obsession with responsiveness to the student's and the community's needs.
- Search for innovative and creative ways of producing more learning with fewer resources.
- Create internal and external partnerships with the participation of all people connected with the college.
- Become comfortable in the president/board leadership team and the president's internal leadership team with change and a dedicated task to learning how to lead through turbulence.
- Revitalize simple and elegant effectiveness measures aimed at measuring the right stuff for the college's environment (1987, p. 36).

The continued growth and health of American community colleges is vital to the continued growth and health of America. Presidents and boards must work together to access the quality of all aspects of the college as it relates to the success of programs designed to prepare its students for a challenging tomorrow. As tomorrow arrives with all of its change and uncertainty, presidents and boards must be ready to respond to the external demand of control and accountability and the internal demand for leadership and motivation. We cannot leave our people alone to revitalize the cemetery. We must embrace change and all of its attendant turbulence. ■

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George A. Baker III *was named the Joseph D. Moore Distinguished Professor of Community College Leadership at North Carolina State University in August 1992. He previously served, since 1978, as Professor of Higher and Community College Education at the University of Texas at Austin. Dr. Baker received an Ed.D. degree from Duke University in 1972 and was awarded a master of public administration equivalent degree from the Naval War College in 1975. He has authored or coauthored more than 75 books and other publications. His latest book,* Cultural Leadership: Inside America's Community Colleges, *was published in the spring of 1992.*

NC ACTIVE ON NATIONAL SCENE

North Carolina Community College Trustees and others are active participants in the Association of Community College Trustees, the national counterpart of the North Carolina trustees association. Serving on the ACCT Board of Directors are Lawrence E. Allen, Sr., Trustee, Wake Technical Community College and C. Lewis Shields, Trustee, Coastal Carolina Community College. Southeastern Community College President, Stephen C. Scott and Public Information Officer Carol Schriber recently authored an article entitled, "Trustees Vital to Successful Bond Referendum," in the Spring, 1993, Trustee Quarterly published by the Association of Community College Trustees.

Articles from the North Carolina Association of Community College Trustees REVIEW reprinted in other State Association newsletters include: "TRUSTEESHIP," by Helen B. Dowdy in the New York Winter of 1993, ABC NEWSLETTER, of the Association of Board of Trustees of Community Colleges; "The Importance of Board Retreats," by Evon Dean, Trustee, Guilford Technical Community College, in the Illinois TRUSTEE, March/April 1993; "TRUSTEES: Keeping the Public Trust," also by Evon Dean, in the Arizona Community College Association ACCA Newsletter, April 1993, the New York Spring of 1993 ABC NEWSLETTER.

Active participants from North Carolina at the ACCT Southern, Central, and Northeast Regional Meeting were: L. Ray Elingburg, Trustee, Asheville-Buncombe Technical Community College; Lawrence E. Allen, Sr., Member, ACCT Board of Directors and Trustee, Wake Technical Community College; Kate Gavenus, Grant Consultant, Mayland Community College; Helen Dowdy, Executive Director, North Carolina Association of Community College Trustees; C. Louis Shields, Member, ACCT/AACC Joint Commission on Federal Relations and Trustee, Coastal Carolina Community College; Donald W. Bryant, President, Carteret Community College; Ronald K. Lingle, President, Coastal Carolina Community College; and Walter H. Timm, Jr., Director, Academic Affairs, Coastal Carolina Community College. Joseph W. Grimsley, President, Richmond Community College was the recipent of the "ACCT Southern Region Chief Executive Officer Award." ■

CFCC TRUSTEE CITES UNIQUE PROGRAM

by Franklin Williams, CFCC Trustee and former Chairman of the Board, and Ada Byrd Davis, CFCC Director of Public Relations

Cape Fear Community College students have built a submersible that has been accepted to compete in the 1993 International Submarine Race. The race featuring 53 competitors will be held in Ft. Lauderdale, Florida from June 15th through the 20th. CFCC will be the only community college competing against institutions such as Massachusetts Institute of Technology (MIT), Disney's Epcot Center, independent submarine builders among others.

The Submersible, The Cape Fear, is eleven feet long and 28 inches in diameter and was built mainly as a joint project by the Mechanical Drafting and Design and Machinist Departments, but many other curriculum areas throughout the College also participated. Equipped with scuba tanks, the two-man sub is human powered. There will be three separate teams to compete in the various quarter-mile runs, plus the half-mile race that competes the twelve day event.

According to Joel Spencer, the submarine's designer and director of CFCC's manufacturing and engineering program, he has had 100% support from the college's Board of Trustee members, the total campus and local businesses.

NOTE: *Beginning with the October 1993 newsletter, space will be available for brief items relating to events of interest from boards of trustees. Trustees should submit articles for the REVIEW to Helen Dowdy or Debra W. Lloyd.* ■

RHOADES continued from page 1

orientation and education activities for trustees. The North Carolina General Assembly requires that we make this service available to trustees. The primary means of disseminating this information to you was through the six regional meetings, the newsletter and the annual meeting.

With this issue, the first three editions of the new quarterly, NCACCT REVIEW, have been mailed to all trustees, presidents, members of the State Board of Community Colleges, staff personnel of the Department of Community Colleges, other association offices around the country, and other community colleges constituents and friends. We have received many favorable comments about the quality of articles, their readability and the general appearance. If you wish to contribute articles to the newsletter, please submit them to Helen Dowdy. Articles should be from a trustee point of view and of general interest to trustees.

We are the proud of the services that Lawrence Allen, trustee of Wake Technical Community College and Louis Shields, trustee of Coastal Carolina Community College, are rendering on the Board of Directors of ACCT. It is important that we have ongoing representation on this board. As their terms expire we need to have them succeeded by other trustees from North Carolina.

Legislative activities included meetings with legislators and trustees as community college budget needs and GPAC recommendations were considered, the March 11 Legislative Breakfast, sponsored by the trustees and presidents associations, coverage by trustee Bobby Porter (NCACCT Legislative Committee Chairman) and Helen Dowdy of many of the committee meetings and general sessions of the legislature where community colleges were being discussed, and individual community college trustee visits with legislators in Raleigh as well as locally.

Association administrative changes include Debra Lloyd joining the office staff last September as Assistant to Executive Director Helen Dowdy. In December, the Association moved to larger offices in the Lawrence Building in Cary, North Carolina. They welcome visits when any of you are in the Raleigh area.

The Association has submitted a request to the State Board of Community Colleges for a trustee professional development grant for fiscal year 1993-94. Award of the grant will enable the association to continue its educational services for trustee.

Plans for the coming year:

The Executive Committee has begun its discussions about the activities for the upcoming association year. Tentative plans include six regional meetings in the fall, a leadership development conference in the winter of 1994, and the annual meeting in the spring of 1994.

The REVIEW will be continued on a quarterly basis.

A handbook for trustees will be published containing a number of items for information, including a directory of the membership. ■

DOWDY AND GREENWOOD RECEIVE I.E. READY AWARDS

Helen B. Dowdy and Gordon H. Greenwood recently received the highest awards for service made by the State Board of Community Colleges, the I. E. Ready Award. The award is named for Dr. I. E. Ready who served as the first head of the North Carolina Community College System beginning in 1963.

Representative Greenwood and twenty-four others introduced House Bill 140 which subsequently was ratified as Senate Bill 72 on May 17, 1963. This legislation created the North Carolina Community College System effective July 1, 1963. Representative Greenwood served later on the Community College Advisory Council and as Chairman of the Buncombe County Commissioners. Throughout his life, Mr. Greenwood has been an effective advocate of community college education.

Helen Dowdy, currently Executive Director of the North Carolina Association of Community College Trustees, joined the Department of Community Colleges in July of 1963 and served the system as a professional employee and community college advocate through the Department of Community College administrations of Dr. Ready, Dr. Ben Fountain, Dr. Charles Holloman, and Dr. Larry Blake. At her retirement in December of 1991, Mrs. Dowdy was serving as Assistant to System President Robert W. Scott for State Board of Community Colleges Affairs. Ms. Dowdy throughout her career gave special attention to preserving the history of the community college system. ■

NCACCT

1993–1994 CALENDAR OF EVENTS

Sept. 29–Oct. 2	• ACCT Annual Convention *Sheraton Center Toronto, Ontario, Canada*	Feb. 9	• NCACCT Leadership Conference *Raleigh*
Nov. 1, 2 & 3	• NCACCT Regional Meetings (Regions 1, 2 & 3)	Feb. 27–Mar. 1	• ACCT National Legislative Seminar *Washington*
Nov. 8, 9 & 10	• NCACCT Regional Meetings (Regions 4, 5 & 6)	Feb. 28–Mar. 17	• Annual Law Conference for Community Colleges, Institute of Government *Chapel Hill*

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We cannot and should not make rules for every situation. We hope that the presidents and trustees will manage effectively and with integrity within logical guidelines. It is essential that trustees across the system realize that along with local autonomy comes local responsibility. Trustees must take more responsibility in assuring that their campuses and their programs are run with integrity. When the General Assembly feels the necessity to engage in rule making for our system, local autonomy is eroded.

Each time this Board is forced to set policy, the colleges lose some of their autonomy. Local autonomy means local control, local responsibility, local accountability, local decision-making. When the State Board has to take over any of these areas, local autonomy is eroded a little more.

Over the past two years, I have met frequently with trustees, in regional meetings, with individual boards, with the full Trustees Association and with their executive committee. Many told me they had not seen their colleges' audit reports; I asked them then if they wanted to see the results of their program audits in the newspapers. Of course, they said not. And, now they have. If local autonomy is being lost, it is not the fault of the State Board.

We have tried long and hard to assure that the colleges can operate effectively, efficiently and with integrity under the banner of local autonomy that this system prides itself on.

President Scott and I have had several conversations about what I had planned to say to you this morning. I have expressed my concerns to him and he understands. I might add, he agrees with me, and that I have his personal assurance and commitment to addressing the concerns I have expressed to the satisfaction of this board and to the satisfaction of the people of this state.

Though there will be many items to be addressed over the coming months, I want to begin work on one very important one today. I am recommending to this Board, and ask that the Policy Committee study this and bring the issue back to the Board for a vote in May, the following policy on the college audit reports. My recommendation is that local boards of trustees be required to review the DCC preliminary audit findings and approve their colleges' responses to preliminary audit findings prior to submission of their responses to DCC. Also, I am recommending that the local boards' acceptance of audit reports be reflected in the local boards' minutes. I believe this will help trustees be more aware of what is going on at their colleges. ■

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REVIEW

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STATE BOARD CHAIRMAN'S VIEWS

by Dennis A. Wicker, NC Lt. Governor

North Carolina has one of the finest community college systems in the nation. But as our state enters a new century, our system faces the dawn of a new day. The world is changing; our citizens must compete for jobs in an ever expanding global market. North Carolina cannot prosper in the times ahead of our workforce is not highly skilled and well trained.

Our system must answer the challenge of this new day. We must be prepared to provide our state with the tools it needs to compete. As your new Chairman of the State Board of Community Colleges, I am committed to seeing that our system fulfills its mission. I have identified four specific areas towards which we must concentrate our efforts.

First and foremost, our community college system must provide top notch workforce training. To attract the high skill, high paying jobs of the future, North Carolina must have a "sterling silver" workforce that shines above all others. We will achieve that by raising our job training programs to a new level. That may mean refining our on and off-site training opportunities. It will also mean enhancing and promoting our tech prep and youth apprenticeship programs. We also need to be more active in identifying what the jobs of the future will be and tailor our workforce training accordingly.

Reducing illiteracy in North Carolina is the second key area on which we need to focus. I find it disgraceful that one quarter of our adults are functionally illiterate. This sad fact places a heavy burden on our economy and a stigma on our citizens' human dignity. We need more effective and better utilized literacy programs, especially at the work-place.

A third area needing our attention is our small business centers. Small business is the backbone of our economy, producing the most goods and creating the most jobs. We need to implement more policies that sustain and nurture small business across North Carolina. Our network of small business centers can be the facilitator of that growth and development.

Finally, I want to see our system become more accountable. We can do this by focusing more on outputs not inputs. The public's interest is not class enrollments but class impacts. They want to know

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FROM THE EXECUTIVE COMMITTEE

by Dewitt Rhoades, President

Momentum! Momentum seems to me to be the descriptive word to apply to our work for community colleges through the trustees association for 1993-94. For example, we have the momentum of new and deeply committed leadership from Lt. Governor Dennis A. Wicker. Governor Wicker, who was elected Chairman of the State Board of Community Colleges in July, has asserted to the Executive Committee of the Association that the Chairmanship of the State Board of Community Colleges will be a top priority during his administration. He has said publicly to the committee that he wants to be viewed as Chairman of the Board when it comes to community college concerns.

We need to develop an increasing momentum as Election day, November 2, rapidly approaches. Momentum to achieve a successful referendum for community college facilities must come from trustees, business, industry, and political leadership of the State working in concert.

The next series of regional meetings begins in October and continues through November (see the calendar printed in this newsletter). Topics include improving legislative relations, supporting increased resources for community colleges, and orientation of new trustees. The key-note speaker at each meeting, as his schedule permits, will be Lt. Governor Dennis Wicker speaking as Chairman of the State Board of Community Colleges.

Association Executive Committee members will meet with individual community college boards during the year on improvement of legislative relations. The goal is to step up the momentum of efforts to increase significantly resources for community colleges.

Greater momentum in fulfilling the trust concept of community college trusteeship can be achieved by improved communications between presidents and their boards. Trustees should make sustained efforts to know more about the budgets and policies of their institutions. Trustees need to understand the implications of their actions and not hesitate to ask questions when uncertain about the results of proposals. Trustees employ the presidents of the institutions and have a duty to see that the presidents keep them fully informed.

Momentum at the state level promises to be strong in the coming months and years. A number of Special Studies Task

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The North Carolina Association of Community College Trustees

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Submission of articles, comments and announcements are welcomed. Decisions for publication and editing of the submissions are made by the editors.

NCACCT

THE COMMUNITY COLLEGE BOARD AT WORK

The Board and the Community College Administration

Sandhills Community College

by George W. Little, Chair, Board of Trustees, and Vice-President, NCACCT

The relationship between a Board of Trustees and any one of the state's 58 community colleges can mark success or failure in the direction taken by the institution as a whole. Without an open line of communication between the Board and the President of an institution, a college has little opportunity to make the most of the varied talents of its board members, its administration and staff, and its faculty.

In my 12 years of experience on the Board of Sandhills Community College, I have come to appreciate enormously the advantages of a collegial relationship between Board members and the college administration.

From the first meeting of the trustees of the newly chartered Sandhills Community College on December 4, 1963, our trustees have been actively involved in the life of the college. That first Board and those that succeeded it in the early years worked with the President and the administration to define a vision of what Sandhills was to become. Interestingly, these early trustees believed that the maximum number of students ever to be served by the college would number no more than 600. Today we serve more than 10,000 continuing education and 3,000 curriculum students annually. As you might guess, the trustees that helped move the college through the succeeding years spent a good deal of time redefining that original vision, a good deal of thought on how to build a college to meet the exploding demands for its services. Legislated Board mandates offer a baseline for laying out and refining a basic plan for any college's survival in these challenging times. But if survival appeals to you less than success, I urge you to consider the benefits of a Board-Administration relationship such as that developed at Sandhills Community College. Today's Boards of Trustees confront increasingly complex questions of finance, legalities, logistics, and human relationships. The Sandhills Community College Board of Trustees, like all Boards in the System, has certain clearly defined core duties prescribed by state law and incorporated into its ByLaws. Let me review some of these basic and prescribed Board activities.

Our Board meets every other month on a regular basis and more frequently on an as-needed called basis to consider budgets, etc. Composed of 12 members from its service area (Moore and Hoke Counties), the Board includes a valuable 13th (non-voting) member: the President of the Student Government Association. As a unit we adopt budgets, approve financial and FTE audit reports, suggest (as and if necessary) corrective action which the President implements. We set college policy as we are mandated. Once we have set administratively recommended policies in place, however, the Sandhills Board then withdraws wholly, leaving implementation entirely to the President and his staff. On occasion, we may bring in our own policy recommendations for a discussion and, possibly, vote. As mandated, we elect full-time faculty members, vice presidents, and deans who are nominated by the president. In short, we fulfill the oversight responsibilities commensurate with our position as the college's governing body.

Our trustees serve annually on one or more Board committees: Finance, Building and Grounds, Personnel, Long-Range Planning, Curriculum, and Student Life. The Trustee Chair is an ex officio member of all committees. Frequently members of the administration and/or students and faculty are invited to these committee meetings when the subject at hand suggests that such input will benefit the Trustees. Through these committees, many issues are given the thorough discussion and reflection which allow both the Trustees and the college administration and staff to communicate usefully. For example, budget proposals for county funds are presented first to the Finance Committee for review and Board support before being returned for approval and then presented to the County Commissioners by the President and the Board Chair. The annual Personnel Manual and the Employee Handbook are reviewed first by the Personnel Committee which then brings recommendations to the full Board prior to publication.

The above outline of Board responsibilities and operation seems—and is—rather bloodless. As I read it, I fail to find my Board and my college there at all. We do all that I just said, but we do far more and we do it far less bureaucratically than it sounds. What's missing in the above description are the warmth and human interchange we enjoy with our colleagues in the administration. What's missing is the plain fun we all manage to have while carrying out the business of the college, for, by the mutual agreement of the Board and the college administration, the SCC Board's involvement in the life and well-being of the college extends beyond the bare mandates.

The warmth and fun alluded to above come from one simple element in the operation of our Board—we have an excellent and close relationship with the President and his staff. Staffers attend Board meetings and the dinners before these meetings where we have an opportunity to talk informally about a variety of college and non-college matters. Several Board meetings each year include a thirty-minute visit to a specific program or area of the campus so that Board members and faculty members learn to know each other and feel comfortable with each other in their different capacities. Several times a year, faculty, staff members, and trustees are invited to the President's house for informal gatherings which further cements relations. In short, through the conscious and unconscious efforts of Board members and the President, our Board moves in and out of campus life on a regular and easy-going basis. While we and the President expect college employees to observe the chain in terms of complaints and problems, we have been able at the same time to create an atmosphere which is wholly devoid of fear and awkwardness.

Because of the genuine pleasure the Board and the college administration and employees take in this relationship, the Board is as privy to bad news as to good. For example, when a recent FTE audit found exceptions to two items, the Board heard about it. I am on the phone with the President several times a week for information sharing or just casual chats. Our Board members served on recent self-study committees. Several are directors on the board of the college Foundation. In fact, the active support of the Board for the activities of the Sandhills Community College Foundation may, at least in part, contribute to the fact that fund raising has steadily increased over the past several years, marking a high this year

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TRUSTEE ADVOCACY
AT THE FEDERAL LEVEL

BY MELANIE JACKSON AND STEPHANIE TRIMARCHI
ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES, WASHINGTON, DC

As community college trustees set policy at the local level, the Association of Community College Trustees strongly encourages their involvement in the effort to help shape national policies that will affect their institutions and students. The case for active local trustee involvement in the national agenda was best illustrated by the comment, "All politics are local," most frequently attributed to former Speaker of the U.S. House of Representatives, Thomas P. "Tip" O'Neil. Members of Congress, as elected representatives of the interests of their constituency, must stay in touch with the folks back home. They often solicit ideas and information from the voters in their districts, and they give strong credence to the views expressed by their constituents as guidance for their decision making.

ACCT believes that trustees are in an excellent position to provide effective policy guidance to their Representatives and Senators in Washington from a grass roots community and campus perspective. Individual commitment by trustees to participate in the advocacy effort from the local college level adds credibility and leverage to the advocacy effort carried forth by the association in Washington. ACCT believes that working together with its members, we can and do make a difference for community colleges in the national policymaking process.

In February 1992, the ACCT Board adopted an advocacy plan to guide the association in its federal legislative efforts. A key element of ACCT's advocacy plan is development of a process to enhance trustee involvement in the advocacy effort and to solicit member participation in the identification of policy issues that need to be addressed at the federal level. The policy identification process is as follows:

In early spring of each year, ACCT sends a detailed memo addressed to member board chairs, which invites the board's participation in ACCT's federal policy development process. The memo includes a list of the current policies, a sample policy suggestion, a brief question and answer sheet describing the process and a policy statement submittal form with a deadline date. Once all the policy submission responses have been received, the ACCT Federal Relations staff compiles the recommendations and prepares a draft list of policies to be considered and acted upon by the ACCT Board at its summer meeting. Following ACCT Board approval, the federal policy agenda is then published in a fall issue of the Advisor.

Next, the ACCT policy agenda is submitted to the ACCT/AACC Joint Commission on Federal Relations, a joint committee of the boards of ACCT and the American Association of Community Colleges. The ACCT policy agenda guides ACCT's recommendations for the formulation of a joint federal legislative agenda, shared by ACCT and AACC. Currently, there are two Commission members from North Carolina: C. Louis Shields, trustee at Coastal Carolina Community College, and Robert Scott, president, North Carolina Department of Community Colleges.

The ACCT/AACC Joint Commission on Federal Relations considers the issues and policies recommended to it by each association, and then makes a recommendation on a joint federal legislative agenda for community colleges to the two association boards. Once approved by both boards, the community college agenda has the strength of both associations standing behind it. By working together, conveying the same general message on community college priorities to Members of Congress and the Administration, the two associations seek to ensure the best outcome for our colleges in the myriad of legislative proposals and policymaking that occurs each year. (Copies of the current agenda for the 103rd Congress are available from ACCT.)

The Federal Relations staff of ACCT and AACC maintains daily contact with Members of Congress and their staffs to advance community college priorities. The two staffs also maintain constant contact with each other to coordinate the advocacy effort. But staff work alone will not get legislation passed.

ACCT actively seeks to involve trustees in the advocacy effort to move priorities through Congress. First though, we encourage trustees to become acquainted with their Congressional delegation, before the need arises to ask for support on a community college issue. ACCT suggests inviting your legislators to visit your campus frequently, lead them on a tour of programs, and arrange an opportunity for them to meet students. Also, encourage them to hold their regular constituent meetings and/or "town meetings" on campus, and attend these meetings.

Second, after establishing a local connection with your Congressional delegation, ACCT encourages you to visit your member in Washington, while you attend the ACCT National Legislative Seminar! Held each year in late February or early March, the ACCT National Legislative Seminar, provides a forum for

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for the THOUGHTFUL TRUSTEE
a series

Trustees and Ethical Dilemmas: Slaying the Dragon

by George B. Vaughan
Professor and Associate Director, ACCLAIM

All veteran trustees have been faced with ethical dilemmas at one time or another during their tenure in office. Indeed, ethical dilemmas are the dragons always lurking on the street corner, at the service club meeting, in the coffee shop, at the office, in the college board room, or any place that trustees frequent. Trustees must deal with these ethical dilemmas—these dragons—effectively and ethically or be engulfed by them.

What are some of the dragons that would lure trustees into their lair, tempting them with promises of power, prestige, favors, and even money? Although the list is long and varies from college to college and from trustee to trustee, there are some ethical dilemmas which most trustees face during their years on the board. Among them are such common temptations as padding expense accounts, going beyond a simple recommendation in suggesting friends, relatives, and acquaintances for positions with the college, placing one's personal interests as a board member above the interests of the college, skipping meetings for which the college is paying, influencing the awarding of contracts, and engaging in other practices that, while not always illegal (padding expense accounts is illegal), nevertheless are generally considered to be unethical.

Most of these dilemmas are "closet dragons," only coming out when the trustee is caught with his or her hand in the till or is viewed by other trustees and the college president as acting irrationally and unethically in pushing a relative or friend for a position with the college. Most of these ethical dilemmas are "easy calls" for most trustees: one either charges the correct amount of expenses to one's expense account or one does not; one either attends the professional meeting for which the college is paying or one does not. In these cases trustees know if their acts are violating accepted patterns of behavior.

There are cases where the "call" is not so easy, however, and where the dragon is so sly that the ethical dilemma is not always apparent, even to the veteran trustee.

Presidential Selection: Every Trustee's Dragon

Considering the limited space afforded this essay, rather than probing at length any one of the many ethical dilemmas faced by trustees, it might be most helpful to raise some questions and make some observations regarding the presidential selection process.

Every trustee who has ever employed a community college president has faced a number of ethical dilemmas, most of which are ultimately resolved based upon the practicality of the decision rather than upon principles of right and wrong. Indeed, it is rare for trustees even to discuss the presidential selection process in terms of what is ethically right and wrong. For example, in many cases bringing women and minorities into the pool of presidential applications is largely a legal or procedural move rather than an ethical one based upon principles of fair play.

Why is it important for trustees to consider the ethical dilemmas inherent in the presidential selection process? In an earlier piece on the subject of dilemmas of leadership, I wrote the following:
Who should take the lead in establishing a climate on campus based upon accepted concepts of right and wrong? I believe the leader in this goal must be the college president... The president occupies a unique position on campus and is the person with the greatest potential to see that members of the campus community take ethics seriously. The president is the person most likely to influence the campus climate and ultimately the campus culture. And the president is the one person on campus who cannot say, "Ethical behavior at this institution is not my problem"(Vaughan, 1992, p. 19). In selecting a president, the governing board places the responsibility for the college largely in the hands of the individual selected. Most board members believe that the campus should be one that values ethical behavior. It follows, then, that the presidential selection process must be an ethical one and that the person selected reflect the ethical values of the board, values inherent in the selection process.

Presidential Selection

The first observation regarding the presidential selection process is that the ethical dilemmas inherent in the process are less obvious than, say, using board membership to influence the awarding of a building contract. What then, are some of the

dragons lurking in the process used in selecting presidents?

Let us begin at that point in the process when the position is advertised as being vacant. Is the position advertised in publications that reach minorities and women? The answer to this today is usually yes, with the popularity of The Chronicle of Higher Education as an outlet for vacancy announcements. Yet, even though the vacancy is advertised nationally, will the board give the same consideration to a woman or an African American as is given to a white male? (Eighty-nine percent of the current community college presidents are white males.) If the answer to the question is no, then the board has created an ethical dilemma. ***The dragon smiles.***

Do the board members include among the final candidates an individual who is unacceptable but who is being interviewed for political reasons? (Political is used here in the broad sense of the term.) Including a dean in the final pool because he or she has been a good soldier for the last twenty or so years but who obviously is not "presidential material" is an example of a political decision: it is made to keep peace on campus or to avoid hurting the dean's feelings. Ethical considerations aside, it is naive to believe that one prevents hurting people's feelings by interviewing them for a position for which they are unacceptable but which they believe they have a good chance (one in three or four, at least) of getting. To interview candidates, whether they are women, minorities, or the old campus dean, when they are unacceptable to the board for the presidency is, in my opinion, a violation of acceptable ethical practices. ***The dragon roars.***

The other side of the same coin of interviewing unacceptable candidates is advertising a presidential vacancy when the next president has already been selected. A board of trustees that has already made up its mind as to who will be the next president, yet proceeds as if the search is an open one, clearly violates accepted rules of ethical conduct. ***The dragon leaps.***

The most flagrant violation of ethical practices is when the board chooses a candidate primarily because he or she is a friend of a trustee or because it would be politically wise (and here I am using political in the sense of satisfying a politician's needs) to do so. Also falling into this category would be passing over qualified candidates and choosing one who does not meet the minimum qualifications advertised for the position. ***The dragon devours.***

Slaying the Dragon

While trustees will always be faced with temptations, there are some steps trustees can take to see that the dragon never invades their realm of responsibility. The following may help.

First and foremost, the governing board must see that all rules, regulations, policies, and procedures are based on ethical standards of conduct. The board must then play by the rules it establishes and see that others do also. As one author aptly observes, "Although most behavior by board members is exemplary, any lapse in board ethics is disturbing" (Davis, 1992, p. 146). The goal is to develop policies that are fair and to apply them consistently to all individuals and in all situations. ***The dragon hesitates.***

Second, the board must assure that the president accepts, follows, and applies its rules of ethical conduct in his or her own actions. The president must never be permitted to place himself or herself above the rules and regulations, for to do so is to make a mockery of the board's stance and is ultimately to create ethical dilemmas for the governing board and members of the college community. The goal is to have the president viewed as a model of ethical conduct by members of the college community and the community at large. ***The dragon retreats.***

Third, trustees must join hands with the president, faculty, and staff to create a climate on campus where decisions are made based upon the accepted practices of right and wrong. The goal is to incorporate a strong sense of ethics into the college's culture. ***The dragon dies.***

Finally, the governing board should do an "ethics audit" to determine its understanding of the current campus situation and to make changes, if needed. The audit should cover both policies and practices. Are board policies up-to-date to assure that they apply to today's scene rather than yesterday's? Is the president playing by the rules on a day-to-day basis? One community college president believes that unethical conduct is often due to a lack of understanding of accepted ethical standards. He sees the audit as a way of sensitizing members of the college community and the governing board to what is accepted on a campus at a particular time and place (Hankin, 1992, p. 109). The goal, then, is to sensitize the board to the role ethical standards play in the daily operation of the college, causing the board to make changes, as needed. ***The dragon disappears.*** ❧

References:

Davis, G. W. (1992). Trustees and Governing Boards. In George B. Vaughan and Associates, Dilemmas of Leadership. San Francisco: Jossey-Bass.

Hankin, J. N. (1992). Academic Scruples: Faculty and Personnel Issues. In George B. Vaughan and Associates, Dilemmas of Leadership. San Francisco: Jossey-Bass.

Vaughan, G. B. (1992). Leaders on a Tightrope: The Risks and Tensions of Community College Leadership. In George B. Vaughan and Associates, Dilemmas of Leadership. San Francisco: Jossey-Bass.

Recommended reading: Dilemmas of Leadership by George B. Vaughan and Associates (Jossey-Bass, 1992).

George B. Vaughan is professor and associate director of the Academy for Community College Leadership Advancement, Innovation and Modeling (ACCLAIM) at North Carolina State University. A past president of two community colleges, Vaughan serves on the Board of Directors of the American Association of Community Colleges. In 1988, he was named one of the 50 most effective community colleges presidents in the nation. Dr. Vaughan has published articles in numerous journals. Some of his books are Dilemmas of Leadership: Decision Making and Ethics in the Community College, The Community College Presidency, and Pathways to the Presidency. He holds a Ph.D. in higher education from Florida State University.

trustees to gain information and an understanding of the issues before the Congress and Administration that will affect community colleges. It also provides an opportunity for trustees to "carry the community college message to the Hill" by scheduling appointments and visiting with their Congressional representatives and staff members. ACCT's annual National Legislative Seminar does more to move community college priorities forward in a Congressional session than any other single event, because of the effectiveness and numbers of trustees who attend, become informed on the issues, and actively participate in the community college advocacy effort. The 1994 ACCT National Legislative Seminar is scheduled for February 27–March 1.

Throughout the Congressional session, ACCT Federal Relations staff try to keep trustees informed about issues and status of priorities through the association newsletter, the Advisor. We also provide update briefings at regional and state meetings (where feasible) and at the ACCT Annual Convention, which will be held this year in Toronto, Ontario, September 29-October 2.

ACCT also involves trustees in the advocacy effort by issuing "call to action" alerts urging trustees to write, or call their Member of Congress about a specific and timely concern. By responding to such calls, trustees provide the local link that frequently makes the difference in success or failure of a community college priority.

The saga of the enactment of PL 102-476, the Scientific and Advanced Technology Act of 1992, provides a classic example of the success achieved through tandem efforts by the two national associations and their members.

PL 102-476 authorizes three new grant programs within the National Science Foundation (NSF) specifically for community colleges. Congressman David Price, D-NC, a member of the House Science and Technology Committee was approached by the two associations with the idea of opening up more opportunities for community colleges to participate in NSF funding. Then North-Carolina kicked in — trustees, presidents and the state department for community colleges — all contacted Congressman Price and stressed to him the value that grants to community colleges for enhancing science and advanced technology education programs would have in helping the nation achieve a higher skilled workforce. Trustees shared with the Congressman the linkages that North Carolina Community Colleges have established with business and industry for local economic development. They also shared local demographics of community college students, indicating that our colleges serve large numbers of the underrepresented populations in high tech career fields, and the fact that more minorities and women start their education at community colleges and could be encouraged to pursue careers in science, math and advanced technology fields, with some federal incentives.

Congressman Price introduced a bill in the House of Representatives to create NSF grants to promote science, math and advanced technology education in community colleges at the outset of the last Congress (early 1991). The Price bill established grants in three areas: curriculum/faculty development, centers of excellence, and articulation partnerships for community colleges with K-12 schools, and/or community colleges with four-year institutions.

ACCT placed this bill at the top of its legislative agenda. Trustees attending the 1991 and 1992 ACCT National Legislative Seminar went to the Hill and specifically asked their Congressional delegations to cosponsor the Price bill. With the help of trustees from Maryland, Senator Barbara Mikulski was encouraged and agreed to sponsor similar legislation in the Senate. ACCT staff worked ardently with House and Senate staff to gain broad support for the bill. The House passed the Price bill August 10, 1992, just prior to its summer recess.

As the saga continued, it became a race against time in the Senate for action on the Price bill. Massachusetts community colleges pressed Senator Edward Kennedy, Chairman of the Labor and Human Resources Committee, to release the bill (without formal hearings) and send it to the Senate floor for consideration under a unamimous order. Senator Kennedy agreed, after improving the bill by adding a provision requiring the National Science Foundation to designate a liaison for community colleges within the Foundation. The bill cleared the Senate October 2, was again passed by the House October 3 (just prior to the end of the 102nd Congress), and became PL 102-476 when signed by President Bush on October 23, 1992.

ACCT has continued the "top priority" status for NSF grants to community colleges during 1993, the first year of the 103rd Congressional session. However, the focus has shifted from getting the legislation enacted, to getting the program funded. ACCT staff and member trustees have effectively made the case to House Appropriators on the need for program start-up funds, and $12.5 million was included in the House FY 1994 appropriations bill which funds NSF, H.R. 2491. Ongoing efforts continue to encourage similar funding by the Senate.

ACCT believes that trustees can and should be an extremely important part of the federal relations effort for community colleges nationally. "Carrying the community college message to Congress," requires many voices. ACCT encourages you to raise yours. ◆

About the writers:

Melanie Jackson is the Director of Federal Relations for ACCT. She is a community college graduate and is currently a member of the local board of Northern Virginia Community College. She is also a former mayor of the City of Manassas Park, Virginia.

Stephanie Trimarchi is ACCT's Legislative Assistant. Prior to joining ACCT in November 1992, she worked education issues for Representative Bill Alexander, D-AR. She also worked briefly in the office of Senator David Pryor, D-AR.

'93 COMMUNITY COLLEGE LEGISLATIVE UPDATE

by Hal Miller, NC Department of Community Colleges

The 141st session of the General Assembly convened on January 27, and after 26 1/2 weeks, adjourned on July 24. Significant budget and non-budget legislation affecting community colleges was introduced and enacted. Of major significance were the recommendations from the Government Performance Audit Committee (GPAC). Included in the main budget bill were special provisions calling for: (1), the State Board of Community Colleges to reexamine the tuition and fee policy of community college and report its findings and recommendations to the General Assembly; (2), the General Assembly to increase the per student funding for community colleges when economic conditions permit; (3), a comprehensive review of the community college system by the State Board of Community Colleges; and (4), the Department of Community Colleges to develop a plan to establish a Community College System Challenge Grant Scholarship Fund. The GPAC provisions also call for a complete review of all curriculum and continuing education programs, a study of the regionalization of community colleges, and better articulation with high schools and four-year institutions. GPAC recommendations that would have changed the current method of appointing community college trustees and selecting community college presidents did not get approved.

The system's base budget was reduced $5.8 million each year of the 1993-95 biennium, and the expansion budget was increased by $24.9 million in 1993-94 and $16.6 million in 1994-95 for new and/or expanded programs. Enrollment growth was fully funded, and no tuition increase was included in the 1993-95 biennial budget. Curriculum full-time equivalent (FTE) enrollment growth in the 58 community colleges in 1992-93 was 2.6 percent above the curriculum FTE enrollment for 1991-92. An additional appropriation amounting to $7,689,837 was required because FTE increased by 2,591 during 1992-93. The system currently has a total head count of 752,477.

New funding for the biennium amounting to $12 million was appropriated to enhance faculty salaries; an additional $3 million was appropriated for child care grants; and $2 million in new funding was appropriated for additional counselors. A one-year non recurring appropriation of $8.4 million was provided for additional equipment and library books for the colleges. The system's total operating budget appropriation is $412.8 million for 1993-94 and $404.4 million for 1994-95.

Several new budget special provisions were enacted requiring additional accountability. Two provisions may impose budget difficulties for North Carolina community colleges. One provision mandates that community colleges pay full-time curriculum faculty an average salary based on the amount appropriated for the curriculum unit value in the system funding formula. The unit value for 1993-94 is $34,262. The State Board of Community Colleges may grant community colleges an exemption from the requirement upon documentation and justification.

The second special provision which may affect community college budgets requires that the census date for reporting student membership hours for curriculum and occupational extension classes be taken at the 30 percent point of the class; membership is now calculated based on class attendance at the 20 percent point.

On the last day of the session, the General Assembly passed a $740 million bond bill containing capital improvement bonds for community colleges, universities, water and sewer projects and parks. The bond issues will be submitted to a statewide referendum on November 2. Community college bonds total $250 million, with $226.1 million allocated to projects on the 58 community college campuses. Although $23.9 million was left unallocated, the funds can be allocated to community college projects by the General Assembly after the Legislative Study Commission on Community College Capital Needs reports its findings and recommendations to the General Assembly in April 1994.

A precedent-setting House bill that calls for the trustees of Nash and Edgecombe Community Colleges to conduct a joint study for merging these institutions was ratified in the closing hours of the General Assembly.

An amendment to legislation originally introduced to modify trustee regions allows the two ex officio members of the State Board of Community Colleges—Lt. Governor and State Treasurer—to be eligible to be elected officers of the Board. The amended legislation was enacted and Lt. Governor Dennis Wicker was elected chairman of the board at the July meeting.

Legislation that would have changed the state laws relating to open meeting and public records was not approved.

Several bills were introduced during the session that would impact curriculum and continuing education programs. These bills pertain to programs in interior design, respiratory therapy, radiation technology, cosmetology, veterinary technology, accounting and real estate.

Governor Jim Hunt requested $500,000 from the General Assembly as part of his Work Force Preparedness budget for proficiency examinations to be given to all community college graduates. The request was not funded.

The NCACCT successfully coordinated visits of 37 community college delegations to Raleigh for "A Day in the Legislature." These personal visits helped the community college cause on both budget and non-budget issues.

The General Assembly will reconvene for the 1994 budget review session on May 24, 1994. ▪

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SUB SURFACES, A SUCCESS!

Cape Fear Community College reports that its entry in the Third International Submarine Race (people-pedaled) rose to the surface placing eighth among the 43 entries (see July 1993 REVIEW). A first time entrant, the Cape Fear vessel represented the only community college participant among entries from such institutions as Florida Atlantic University and Massachusetts Institute of Technology which placed first and second. The Cape Fear sub also received an award for "quality of construction." Considerable interest was shown by other entrants in many of the components of the Cape Fear vessel that were manufactured in the Wilmington, NC, area. The Cape Fear entry was sponsored by several North Carolina businesses and industries. ▪

VOTE!

Community College Bonds November 2, 1993

NEW LAPEL PINS ARE HERE!

The trustee association has just received the newly designed lapel pins featuring the NCACCT logo. The pin is white with blue and gold lettering and trim. The price is $5.00 each, including shipping and handling. Please call or write the association office to place your order for the trustee lapel pins. They will be especially useful for identifying you as a North Carolina Community College Trustee in state and national meetings.

WICKER continued from page 1

how much more productive or diversified a worker has become as a result of community college training. They want to know what impact that training has had on a worker's paycheck. When we begin to answer these questions, we are moving toward making the system become more accountable in the right way.

As you know, I have been a local community college trustee, having served eight years at Central Carolina Community College. That experience gave me a viewpoint and an insight as to how a campus should be run. I also have an appreciation of the importance of local autonomy and control within the system.

It is an honor to have this opportunity to serve as chairman of the State Board. As I have mentioned above, it is the beginning of a new day. We must rededicate ourselves to the mission of our community college system. It is time for all the major players to lay down their arms and come together, united in purpose. We have an excellent community college system. With all of us working as a team, united, it can be even better. •

RHOADES continued from page 1

Forces will be at work. They are: Mission and Goals Task Force; Huskins' Bill Task Force; Continuing Education Task Force; In-Plant Training Task Force; Remediation and Testing Task Force; Prison Education Task Force; Accountability Task Force; Program-Based Funding Task Force; Program Review Task Force; Regionalization Task Force; Distance Learning Task Force; Articulation Task Force; Scholarships Task Force; and Apprenticeship Task Force.

Trustees, through the association as well as through their boards, must monitor the studies carefully to ensure that the legislated responsibilities of the colleges can be carried out efficiently and effectively.

As the momentum from 1993-94 gathers strength, our association will have the opportunity to realize the theme approved by the Orientation and Education Committee for this year: **Together We Create The Community College Future.** •

SPECIAL INVITATION!

Dr. Bob Barringer, former N.C. Community College President and Interim President at the Community College of Philidelphia, will moderate a panel of community college trustees who have recently been involved in presidential searches on ***FRIDAY, OCTOBER 1,*** *in the Point–Counter Point Room, Sheraton Centre, Toronto, in conjunction with the ACCT Conference.*

• 9:00 am: Presidential Search • 11:00 am: The Interim Presidency
• 2:00 pm: Presidential Search

LITTLE continued from page 2

when the Foundation and the college received nearly one million dollars in restricted and unrestricted gifts. The six Trustees who have opted to sit on the Foundation's Board of Directors are active in or chair Foundation committees and have regular input into the planning and realization of Foundation goals. As a member of the Foundation I can assure you that the years of hard work by the college's two presidents and by its trustees to refine the Foundation structure have paid off handsomely. As budgets get tighter and tighter and as trustees and presidents struggle to stretch funds to meet the minimal needs of our colleges in a high-tech world, a private foundation is becoming increasingly necessary. But to work well, such a foundation needs to grow from and be supported by an underpinning supplied by a Board and a college administration with united goals.

In short, the Board of Trustees at Sandhills Community College carries out its mandated obligations much, I imagine, as do many boards. Where we may luckily differ is that we as a Board find that our hard work and active participation in the System and in the life of the college are both valued and solicited by the college administration and staff. Inevitably, as trustees we become the eyes and ears of the college in the community. Perhaps surprisingly, we on the Board at Sandhills find that the administration values our reports from the people. Perhaps we share this information so usefully and well because of the mutual trust that exists between the trustees and the President. We take no pleasure in reporting the occasionally negative note. The President feels no apprehension when he hears it. This mutual trust grows, I believe, from the fact that the Sandhills Board never hesitates to carry out its responsibilities while, at the same time, it respects absolutely the right and obligation of the President to administer policy.

In all, we feel keenly the responsibilities of our "ownership" of the college. We feel equally strongly our responsibility to share this ownership with the college's greatest strengths—the President, the staff, the faculty, and the students. •

NCACCT

1993–1994 CALENDAR OF EVENTS

Sept 29–Oct 2	• ACCT Annual Convention *Sheraton Centre Toronto, Ontario, Canada*
Oct 25, 26 & 27	• NCACCT Regional Meetings (Regions 1, 2 & 3)
Nov 3, 4 & 5	• NCACCT Regional Meetings (Regions 4, 5 & 6)
Nov 8–10	• DCC Diversity Conference
Feb 9	• NCACCT Leadership Conf *Raleigh*
Feb 27–Mar 1	• ACCT National Legislative Seminar *Washington*
Feb 28–Mar 17	• Annual Law Conference for Community Colleges, Institute of Government *Chapel Hill*
April 7–8	• NCACCT Annual Meeting, The Hawthorne Inn & Conference Center *Winston-Salem*
April 29–May 1	• ACCT Southern/Western Region Seminar *San Antonio, TX*
Oct 5–8	• ACCT Annual Convention, Chicago Marriott Downtown *Chicago, IL*

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